

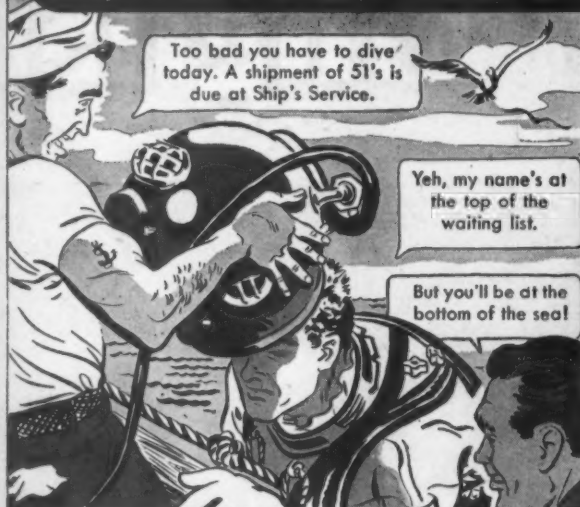
# Practical English

JANUARY 13, 1947 • A SCHOLASTIC MAGAZINE

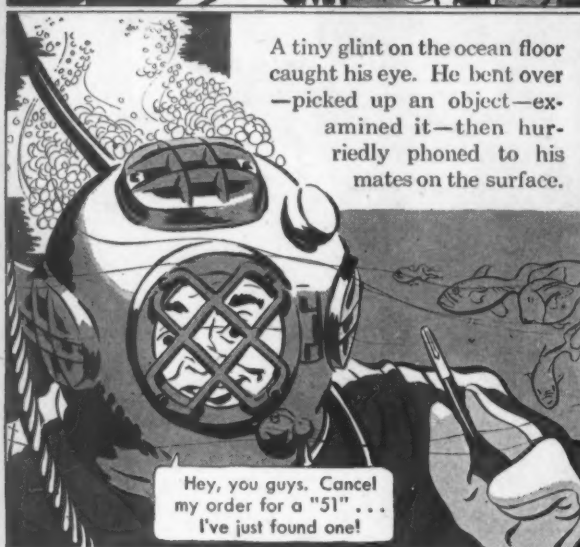


CLUB SECRETARY (See page 5) ►

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# Practical English

A National Magazine of English and the Communication Arts Designed for High School Students in General, Business, or Vocational Courses, Published Weekly During the School Year

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VOLUME 1

NUMBER 15

JANUARY 13, 1947

# Workers Are People

WE knew a man once who said that as soon as the war was over, the American people would have to fight the unions—that labor was getting too big for its pants and would have to be taught a lesson.

We know another man who says that business is always wrong—that the bosses always give the workers the dirty end of the stick, and that labor has nothing to hope for from cooperation with management.

Both of these men are wrong. Neither of them believes in democracy. Neither one knows that God gave man brain cells to reason with, not to stir up conflict. They represent extremes of right and left that do not belong in Free America. They think that the only answer to the social problem is that the fellow at the opposite end of the scale should be stood up against a wall and shot. But we don't think they can be converted by a firing squad.

Labor has become a major factor in American life, and that's as it should be. There was a time not so long ago (for the benefit of people with short memories) when labor was treated as an enemy by business and by government. Spies, tear gas, and sawed-off shotguns were the order of the day. Hours were exhausting and wages were too often on the starvation level. We hope that day is gone forever.

Today collective bargaining is an accepted part of the law of the land. The vast majority of the American people agree that workers by hand or brain have the right to be represented around the conference table by unions of their own choosing. They want the conditions of industrial production to be determined by orderly negotiations between responsible leaders in an atmosphere of equality and common sense.

But the public (and it is often forgotten that the 60,000,000 workers, whether organized or unorganized, form more than half of that public) also has its rights. It is irritated by irresponsible leadership, by jurisdictional strikes, by work stoppages that threaten the health and safety of millions, by "featherbed" practices that pay men well for doing nothing useful. It wants some obvious inequalities in the rules of the game corrected on labor's side as well as management's. High school students have a direct stake in the working out of these problems, because the majority of them are going to be part of labor within five or ten years.

What is the answer to this stubborn conflict? How far should labor share in the product of industry? Can the rank and file of both labor and business learn that full and increasing production is the only source of higher standards of living for all?

There are some companies, and some unions that have learned that difficult lesson. We believe their example is spreading. We believe that stability in labor relations and security from poverty are both possible within the framework of American democracy. We believe that good citizens are in the majority on both sides. Let's all buckle down and work for a reasonable distribution of the good things of life.

ON OUR COVER: "All in favor say Aye!" The club president calls for a vote. Who counts the vote? The president and the club secretary.

See "The Minutes Stand Approved" (page 5) for other duties of a club secretary and samples of letters signed by the secretary. —Photo by N. Y. World-Telegram.





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. . . and that's what we mean! This letters column, a regular feature in *Scholastic Magazines*, is open to opinion on any subject and criticism of any kind, brickbats or orchids. We want to know *what's on your mind*. Other readers do, too. Address Letters Editors, *Scholastic Magazines*, 220 East 42nd St., New York 17, N. Y.—The Editors.

The feature in your magazine which I find most interesting is "The March of Events." It had always seemed to me that news of the progress of the world was for adults. But when I started to read "The March of Events," I found it was time for me to sit up and take notice of what was going on around me. If it weren't for your clear explanations, I would not be up to date on current events. Keep up the good work.

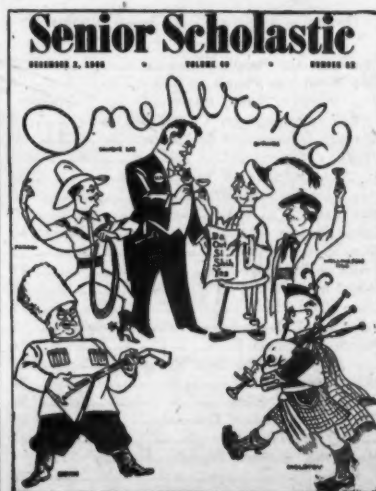
Adele Panhowski  
Whitney Vocational H. S.  
Toledo, Ohio

\* \* \*

Our American History class has been puzzling over the exact meaning of your "One World" cover on the Dec. 2 issue of *Senior Scholastic* (see below). We've guessed at the meanings of the various people in the costumes of other countries, but have not arrived at any conclusions. Can you help us?

A. Joyce Zimmerman  
Bennett High School  
Buffalo, New York

You had the key to the idea when you mentioned "people in the costumes of other countries." The artist was trying to say that when Mr. Byrnes feels at home in Chinese garb, Mr. Molotov in kilts, etc., we'll have "One World."





# THE MINUTES STAND APPROVED

By Virginia Bailard and Harry C. McKown

**Editor's Note:** Good secretaries are hard to find! That goes for clubs and other group organizations, as well as business offices. Yet secretaryships are, in many ways, just as important as presidencies.

If you are a good citizen-in-the-making, you participate in group activities in your school. As a participant, you should be ready and willing to undertake responsibility. One of the best ways to learn the "inside workings" of a group organization is to take a look at the duties of a club secretary. Let's imagine that you've just been elected!

If you have been elected to the office of secretary, you had better decline, calmly but firmly, all other honors, for the proverbial one-armed paper hanger will look like old "Lazy Bones sittin' in the sun" compared to you.

It is important that you be willing and rugged. It is also important that you be tactful, patient, kind, intelligent, and alert. You see, in addition to the generally conceived notion that secretaries have little more to do than take minutes and perhaps do a little correspondence now and then, you have several other important duties.

First of all, you are responsible for all the records of the club. These records will be made available to the members of the group whenever they wish to examine them. For this reason, as well as for the obvious reason that records are indispensable to the success of the club, it is necessary that you keep them in such a manner that they are readily available and easily understood. And, of course, they must be complete. What are some of these records? Let's begin with the minutes.

## The Minutes Count

You know without our telling you that the minutes are nothing more than an accurate account of the proceedings of a meeting. They sound quite simple, don't they? That's exactly what they should be—simple and to the point. Here are a few of the things that must be recorded in the minutes of a meeting.

1. The kind of meeting, whether regular or special.
2. The name of the club or group.
3. The place of the meeting.
4. The date of the meeting.
5. The time of the meeting.
6. Whether or not the president and the secretary are present. If they are

not present, their substitutes should be named.

7. Whether or not the minutes of the previous meeting have been approved. If their reading is dispensed with, the fact should be noted.

8. All the main motions, and the name of the person who introduced them. It is well to include any points of order or appeals, and note whether or not these are sustained.

9. All other motions that are not lost or withdrawn.

10. Signature of the secretary. If the minutes are to be published, the president also signs them.

Here is an example of the form you might use for your minutes:



The regular meeting of the Art Club was held in the high school auditorium on January 10, 1947, at three o'clock with Lillian Pettibone presiding and Grace Lloyd acting as secretary. The minutes of the previous meeting were read and approved. The treasurer, Jimmy McCorkle, reported a deficit of \$3 in the treasury. A motion made by Ray McGrew that the club sponsor a dance to raise funds was carried. Chairmen for the various committees for the dance were appointed as follows: Betty Franklin, decoration; Mary Hall, orchestra; Walter Felps, publicity; Mary Gwynn, refreshment; Gordon Allen, cleanup; Pauline Boulger, entertainment; Bob Windolp, invitation; Jane Lewis, tickets; and Mary Parkhurst, hostess. Charles Edwards was appointed to ascertain a suitable date for the event. On a motion made by Margie Norris, the meeting adjourned.

Respectfully submitted,  
Grace Lloyd, Secretary



Keep in mind that you must record what is done and what is decided rather than what is said. When a count is called for or when the voting is done by ballot, you should record the number of votes on each side. In the case of a report of a committee in which resolutions are included, you must enter the resolutions as finally adopted.

It is a good plan to take minutes on scratch paper and guard that paper with your life until you can make a well-written permanent copy. Loose-leaf notebooks are suitable for secretarial records. However, it is always wise to use gummed reinforcements around the holes that the notebook rings go through. Because these minutes are about the most important documents of your club, you must be very careful not to mislay or lose them.

Before you read the minutes at a meeting, be sure that you read them over once or twice to yourself. When you read them to your club, speak in a loud, clear voice and enunciate distinctly. And hold your head up! Secretaries who mumble and drop the ends of their sentences are always ignored in meetings—and usually at the next election, too.

## Take Care of That Constitution

You have still other records to keep. For instance, there is the constitution. You will have a book in which the constitution, bylaws, and any standing rules are kept. Every other page should be left blank so that whenever an amendment is made it can be recorded on the page opposite the article concerned. You should also make a reference on this page to the date and page of the minutes where the amendment is recorded. In other words, it is your

job to keep the records of your constitution and bylaws up to date.

You have to play roll caller in this job of yours, too; that is, you must have a roll or register that contains the names of all your group's members. Some clubs require the roll to be called at the beginning of each meeting. If your club has this rule, then you are the one who calls the roll. Learn the correct pronunciation of each of the names so that you can execute this duty in a dignified way without embarrassment to those members whose names are a bit odd. If it is not customary to call the roll, you may be expected to look around and check attendance. If so, do this efficiently so that you can very shortly give full attention to the business of the meeting.

### Help Prexy

We hope that your club president is a good sport, because you are going to have to work very closely with him. For instance, you will have to help him lay out his order of business because you have all the records of the preceding meeting and all the correspondence that has come in on various matters. You will have lists, ready for quick reference if necessary, of all standing and special committees.

Then, too, if both the president and the vice-president are absent, you'll have to preside until a chairman *pro tem* is elected. Whether they elect you as chairman or whether they elect someone else, you are the one person at the meeting who knows exactly what has to go on, so you will be the guiding light.

### Writer's Cramp Will Get You

Unless your constitution specifically calls for an office of corresponding secretary, you will have the duty of writing all the letters for your club. These will vary from business letters to the most informal type of notes. In order to help you, we have included a few samples of the various forms of letters you might be called on to write.

Let's begin with a business letter.

Lincoln High School  
319 S. W. Oak Street  
Portland, Oregon  
January 10, 1947

Mr. E. A. Toothaker, Manager  
Essex School Jewelry Company  
4517 Times Building  
Denver, Colorado

Dear Mr. Toothaker:

Our club wishes to consider a new type of pin as its official emblem. We are interested in the gold-filled pin, number 53986Z, as shown in your catalogue. Will you kindly send a sample of this pin to us at your earliest convenience?

Very truly yours,

Secretary, Art Club

A more informal type of letter would be one you would write to a casual friend. Perhaps a letter inviting members of another club to attend one of your meetings, such as this:

January 10, 1947

Miss Ruth Hurst, Secretary  
The Playmakers  
Lincoln High School  
Portland, Oregon

Dear Ruth:

Our club has been very fortunate in securing Willis Ramsay as our guest speaker on Friday evening, February 8. Because Mr. Ramsay is an artist of note, we thought perhaps some of your members might care to attend this meeting. Following a short



business meeting at 7:30 in the auditorium, Mr. Ramsay will present an hour's program. We hope, too, that your members will be able to stay for refreshments.

If you have no program chairman in your club, you may be the one who has to write the letters to obtain entertainers.

Lincoln High School  
319 S. W. Oak Street  
Portland, Oregon  
January 10, 1947

Mr. Donald Edwards  
203 W. 6th Street  
Los Angeles, California

Dear Mr. Edwards:

We have just heard through Miss Ruth Forman of Compton High School of the very fine performance you gave for the Girls' League there. Would you consider giving a presentation of your program to our club on March 14? Our meeting will be held in the high school auditorium at 11:00 a.m. You may plan on forty-five minutes for your part of the program, which will follow a short business meeting. I understand this is the amount of time you prefer. Is it correct that your fee is twenty-five dollars?

If you find it is possible for you to come on the above date, will you kindly confirm the engagement and tell us if there is any special stage equipment you will want?

Whenever your club sponsors an activity, people outside of your group may give you a considerable amount of help. If this happens you will be the one delegated to write the thank-you notes. An important item to remember about the thank-you note is that the person to whom it is addressed should be thanked for some specific thing.

February 3, 1947

Dear Mr. Atlas:

I wish to express to you the sincere appreciation of the Art Club for your help in making our prom a success. The materials for decoration which you so kindly loaned to us added much to the festivities of the occasion.

It is a rather nice gesture to write notes of congratulation to the newly elected student-body officers. This procedure gives the officers a good feeling because it shows that your club is back of them. A congratulatory note should be brief and to the point; yet it should contain warmth.

January 10, 1947

Dear Al:

Congratulations on your election. We wish you the best of luck in your new office and are confident that you will be very successful. Our club stands ready to help you in every way possible.

An occasion may arise when you will want to write a note of sympathy. This might occur on the death of one of your members, in which event you would write a note to the member's family. This type of note must always carry kindness, warmth, and sincerity. Although it should be brief, it should not be so brief as to seem stiff and formal. A note of this kind would probably mean more to the parents than flowers.

January 10, 1947

Dear Mr. and Mrs. Smith:

Our club wishes to extend its deepest sympathy to you in the loss of your son. We have always admired Dan for his leadership and many other fine qualities. He has been an inspiration to all of us, and we shall feel his loss greatly.

Sincerely yours,

Secretary, Art Club

Consider yourself the good-will ambassador of your club; you are its publicity spark plug. Every letter or note you write represents your club, not you alone; consequently, these will play a great part in building the reputation of your group.

Being a club secretary doesn't mean just keeping the records and attending to correspondence. It means that you are a leader of your club, as well as an outstanding follower—an all-round person to whom all members, including the other officers, look for guidance and assistance.

# Student Government Secretary



Howard Glickstein

WHEN you ask Howard Glickstein what his No. 1 extra-curricular activity is, he has to take a deep breath before he speaks. His answer is: "Secretary of the City Council of Student Government Organizations of the High Schools of New York City." Then, his school spirit coming up, Howard adds: "I'm a senior at DeWitt Clinton High School in the Bronx."

We found Secretary Glickstein taking notes at the City Council meeting in the Board of Education offices. When President Bob Pfeiffer adjourned the meeting, Howard explained to us New York City's well-organized student government system. "Student government organizations here are called G.O.s (General Organizations)," he said. "Almost every high school has a G.O. The City Council has representatives from high schools in each of the five boroughs that make up New York City—Manhattan, Brooklyn, the Bronx, Queens, and Staten Island. There are twenty-six students on the City Council and we have five faculty advisers."

The City Council's secretary, we discovered, is a veteran at his job. He had previously been secretary of the G.O. at DeWitt Clinton. We guessed some of Howard's other interests when he told us that, this year, he is also president of the school's Pan-American Club, and a member of the United Nations and Interracial Clubs.

But we wanted to know more about his No. 1 job. "What does the City Council do?" we asked.

"We advise," Howard said. "For instance, today one of our Council members reminded us that in most of the high schools the G.O.s pay the umpires of school games. She suggested that we ask the Board of Education to pay umpires. If we adopt her suggestion, we'll send a petition to the Board. The Board usually grants our requests. If it vetoes a petition, it sends someone to the City Council to explain its reasons."

"But today we talked mainly about Service Squads," Howard went on. "Most of the New York schools have student discipline groups, called Service Squads. We talked about making them more effective instruments of citizenship training."

President Bob Pfeiffer spoke up here. "We also made plans for the bi-annual G.O. Convention on January 31st. Five to ten delegates from every high school in the city are invited to the convention. We form panels to discuss topics such as G.O. elections, the G.O. and school newspapers, assemblies, and clubs."

President Pfeiffer is a senior at James Madison High School. Both he and Howard are Honor Society members, and both boys hope to be lawyers someday.

"I want to be a lawyer," Bob explained, "because I'm interested in debating and in government organizations."

"We learn a lot about the organization of the Federal Government from working with student organizations," he added. "The G.O. at James Madison is modeled along the lines of the U. S. government. We have a president who chooses his cabinet. Members of the House of Representatives are elected from the student body, and heads of all clubs in the school make up the Senate."

Bob leaned forward. "Whether a student government organization is effective boils down to the attitude of the students. The G. O. presents the students with the ideals of good citizenship in school and makes suggestions about how to achieve results. It sends copies of its minutes to the clubs, newspapers, and other organizations, which can make use of the suggestions if they want to. Certainly, the students who are connected with a G.O. learn a lot from discussing high school problems with students in their own school and in other schools."

"I've even learned to type," Secretary Glickstein wise-cracked, then added seriously, "We all agree that working in a school organization is good training in leadership and citizenship."



WE'RE still on the subject of the comma. "More comma?" you ask. Yes, because the comma is one of the most important marks of punctuation we use. If you master the comma, you've probably licked about 90 per cent of your punctuation problems.

Look at these sentences:

- John, *however*, isn't likely to admit defeat.
- You will, *of course*, tell me when you arrive.

- The oil in the crankcase, *for example*, should be thoroughly checked.
- My father, *to be sure*, knows all about it.
- Your homework, *I suppose*, will be in tomorrow.

Why do we use commas before and after *however*, *of course*, *for example*, and *I suppose*? Do the rules we have learned so far explain them? Let's see:

- Are they words in a series? No.
- Are they introductory phrases or clauses? Not quite.
- Are they words in apposition? Hardly.
- Are they a form of direct address? No.

Well, what's the answer? Take another look at those sentences. Read them aloud. What do you notice?

- Each one of these expressions *interrupts* the flow of the sentence.

- You lower your voice when you say them.

- You stop *before* and *after* each one of these expressions.

There you have it. The experts call expressions like those *parenthetical elements*. Let's just call them *interrupters*. That's good enough and clear enough for anybody's purposes.

Notice, too, that these interrupters aren't absolutely essential to the sentence. You can get the meaning quite clearly even if you drop them out. They do, however, (Look! A parenthetical element!) give greater precision to your writing.

All interrupters (or parenthetical elements) are separated from the rest of the sentence by commas.

- If they come in the middle of the sentence, put commas *before* and *after*.
- If they come at the beginning of the sentence, put the comma *after*. For example: Yes, we have no bananas.



# Make a note of it

**O**PEN your notebook to any page of notes you've taken in class. Examine them carefully. Are they clear? Well-organized? Complete?

If your notes ramble all over the page and leave sentences unfinished, you've been trying to do the impossible—take down every word the teacher said. If they look like hieroglyphics—isolated words and abbreviations which don't "make sense"—you've been trying to get the gist of the lesson while dreaming about yesterday's game or last night's date. Either way, you'll be *sunk* when it comes time to study for a test or exam.

## Heads — You Win!

Good notes depend more on headwork than on handwork. They're clear; they're accurate; they "make sense." You've been a "good listener." You've gotten the gist of the lecture and written it down in outline form.

Here are some pointers that make for "good listening":

1. Listen for complete ideas, not isolated words. Condense the idea before you write it down.
2. Scoop up the "solid meat" of the lecture; leave the trimmings.
3. Listen to the teacher's tone of voice, her pauses, her emphases. Then you'll know how to organize your notes.
4. Keep your ears open for reasons and make note of them. They help you to understand and remember facts.
5. Abbreviations save time and help you keep up with the discussion. But be sure you use *standard* abbreviations which you'll be able to translate later.
6. If you miss a point, leave a blank space and put a question mark in the margin of your notebook page. Fill in the gap *after class* by asking your teacher's help.
7. If an unfamiliar word crops up, write it down; encircle it and look it up later.

Now let's put those pointers to work

in Miss Voorhees' Economic Geography class.

Miss Voorhees' introductory remarks set the stage for your notes: "Today we're going to discuss the population groups and natural resources of our northern neighbor, Canada."

At the top of the page write the date and: *Canada—Its People and Natural Resources*.

"The British are the largest population group of Canada," Miss Voorhees begins.

Your outline begins:

### I. Population Groups

#### A. British largest.

You know that Miss Voorhees is going to mention all the other population groups, too. But don't put B. on the next line under A. until you're sure she has covered A. completely. There may be more on the British.

"About fifty per cent of the Canadian people are descendants of the British settlers. The percentage used to be higher, but it has been declining steadily."

Now there are two sub-topics for A:

1. British make up 50% of total population.
2. Percentage of Brit. to total pop. is declining.

Miss Voorhees pauses. That's your clue that she's going to bring up another population group:

"The French are the next largest group—thirty per cent of the population. The French Canadians have never been assimilated."

Now your outline looks like this:

### B. French—2nd largest group.

1. 30% of pop.
2. Have never been *assimilated*.  
(Unfamiliar word? Encircle it!)

"There are several reasons for this. . . ." Miss Voorhees goes on.

Back to your notes! Get set to list a., b., etc., under 2. "The reasons . . ." is a four-star alarm to alert you for an important point.

After listing the reasons, Miss Voorhees says: "Speaking of French-Canadians reminds me of the time I was touring Quebec, and . . ."

All right, you can sit back and enjoy the anecdote. It's part of the trimmings. There's no need to make a note of it. Your notes should be a record of classroom discussion, not a biography of the teacher.

## Making the Minutes Work

The same outline technique will bring good results when you take the minutes for a club or class meeting.

Here again, judge which points are important, and which are trimmings. Don't include lengthy *pro* and *con* discussions. Simply record the suggestions made, and the one adopted.

When writing the minutes from your notes, make them simple. Don't clutter the minutes with unnecessary parliamentary language. You want people to understand what you're talking about when you read them. And, for safety's sake, double-space them and leave wide margins for additions or corrections proposed at the next meeting.

## Research: Rapid or Random?

An outline isn't the only approach to note-making. When you're doing research, it's wasted effort to outline the material in each book. If you have a research theme in the offing, invest in a package of file cards.

Your theme topic, let's say, is "How to Organize a Teen Canteen." Now you're investigating the problem of where and how to establish headquarters. Entitle one file card *Setting Up Headquarters* (1). On the next line, note the magazine article or book you're reading.

As you read, summarize. "Summarize" does not mean *copy*. It means *condense and rephrase*—just as you did for classroom notes. If there's a passage you'd like to include in your report, copy it accurately and use quotation marks. Give credit where credit is due—to the original author—when you quote the passage in your theme.

If the *Headquarters* data runs over to a second card, put the same heading on that one, followed by (2). Your next article, or book, on this will be summarized on a card marked: *Setting Up Headquarters* (3).

The article may also include helpful hints on planning Canteen committees. You put that information on another card with the heading: *Setting Up Committees*.

Always keep in mind the purpose of your notes. Classroom notes should make for easier and more efficient studying. Club notes should make for complete, accurate minutes. Research notes should simplify the organizing and writing of your theme. With practice, your notes can do most of your homework for you.

## And We Quote . . .

Knowledge is what you learn from others; wisdom is what you teach yourself.—Cincinnati Enquirer.

I am not distressed by the arguing and walking out in current (international) negotiations. After all, it took the thirteen colonies thirteen years to agree on our Constitution—and they all spoke the same language.—Admiral Chester Nimitz.

You can't keep trouble from coming, but you needn't give it a chair to sit in.—Henry Martin in *This Week*.

# It Could Happen to YOU!

If, after seeing a movie, you tell your friends, "It could happen to you!", then you've probably seen a realistic film — and a good one. But the majority of our movies present a "dressed-up" picture of life. Realism in a film is a rare treat.

Many adult movie-goers were pleasantly surprised when they saw a British film called *Brief Encounter*. The film tells the story of a middle-aged woman who falls in love with a middle-aged doctor. The surprising thing about the film is that the hero and heroine look and act like real people.

Although the story covers several weeks in their lives, the woman is always meeting the doctor in her "one good suit." The doctor's tweed suit looks well-worn and the fashionable padded shoulders worn by our Hollywood glamour boys are lacking.

The activities of the couple in *Brief Encounter* are equally "everyday." They meet for a cup of tea in a dingy railroad station. Or they splurge and go to a movie. No lush night clubs! No "doing the town" in fancy clothes.

*Brief Encounter* doesn't have the usual boy-gets-girl happy ending. The couple eventually part for good. Their friendship is truly nothing more than a "brief encounter." Yet, for all the film's simplicity and lack of glamour, both critics and movie-goers have rated it as one the best love stories ever seen on the screen.

The key to *Brief Encounter's* success is its realism. It appeals to movie-goers because the happenings seem to be real life situations; the characters seem to be "everyday" people.

## What Is Realism?

When we say that a character in a film is realistic, we mean that he's like some people we have known or seen. He isn't over-glamourized; he doesn't toss off fancy phrases; his clothes aren't fancy, either.

When we say that a movie setting is realistic, we mean that a doctor's home looks as we imagine the average doctor's home looks. It isn't furnished as if it were a palace or a millionaire's residence. Nor do the furnishings look as if they were a Hollywood designer's

dream of "The Home of the 21st Century."

When we say that a plot or story is realistic, we mean that the characters find themselves in real life situations — situations in which we might find ourselves some day. And the characters react to these situations as we might.

## Detective or Dummy?

Let's consider a script that has, as its hero, a detective named Burt McBride. The script writer can make him the typical deadpan detective so often seen in the films. He will be unbeatable even under the most severe pummelings. The ladies will flock about him by the dozens. And, in spite of the rugged life he leads, Burt will always look as if he's just paid a visit to an expensive clothing shop. This Burt McBride will resemble a real life detective about as much as a department store window dummy does!

But suppose the script writer makes Burt McBride into a real life detective. He might describe the film's hero this way: Before the war McBride was an easy-going history teacher in a small town. When the war came, he joined the OSS because he had a keen mind and he knew he could keep cool in a hot argument. After the war, Burt joins a city detective bureau because he is convinced of the importance of fighting injustice. He is a hard-working detective, but no superman. He's a nice guy



This Week

"No, I will not hold your hand while you pretend I'm Van Johnson."

By Jean Fairbanks Merrill

who likes to read biography in his spare time.

Now we're on the way towards having a realistic character. When this detective goes out to fight gangsterism, we're likely to feel that he's a person we might know. If the events of the story match the results of the character, we feel that we've seen a realistic drama.

Of course, all movies aren't supposed to be realistic. Most comedies and melodramas are planned as straight entertainment; they create laughs and suspense out of completely unrealistic situations. Their main entertainment value lies in taking you out of the everyday world. But a film which has a serious purpose should present real life situations, characters, and settings.

## Documentary Films

The growing popularity of documentary films may help to make our movies more realistic. A documentary film is a factual film, such as *The True Glory* or the *March of Time* shorts. It uses average people, instead of Hollywood actors; it uses actual happenings, rather than imaginary events, to educate the public on serious subjects. Some far-sighted Hollywood producers have recognized the fact that the public likes a straight dose of realism.

Louis de Rochemont is one Hollywood producer who has successfully used the documentary technique in entertainment films. Last year he produced *The House on 92nd Street*, an exciting picture showing how the FBI works. Many scenes in the film were shot at FBI headquarters with actual FBI personnel. Most of the incidents in the film came from the FBI files. Soon you will be seeing de Rochemont's new picture, *13 Rue Madeleine*, which uses the same realistic technique. If you will compare *13 Rue Madeleine* with *Cloak and Dagger* and *OSS* (all three are films about OSS), you will see that realism can be more exciting than romance.

This is the seventh article in a series on "How to Judge Motion Pictures."



**M**EET the apostrophe ('), a very slippery customer.

He's responsible for an appalling number of spelling errors that make you want to crawl into the nearest hole. Yet, of all the shady characters in the spelling "who-done-it," he's the easiest one to catch and salt away.

All you have to remember about the apostrophe in the middle of a word is this:

*The apostrophe is inserted at the place where one or more letters are omitted.*

That's all. Now, keep that rule in mind and see how it works:

Isn't = is not. (The *o* in *not* has been omitted; hence the apostrophe.)

Didn't = did not (The same as *isn't*.)

You'd = you would. (Here we've left out *four* letters.)

Words that have letters omitted are called *contractions*. Here's a list of common contractions. Note where the apostrophe has been inserted in the following words—and *why*:

Aren't = are not.

Can't = cannot.

Couldn't = could not.

Doesn't = does not.

Hadn't = had not.

Wasn't = was not.

He's = he is.

You'll = you will.

I'd = I would.

Let's = let us.

Won't = would not.

Hasn't = has not.

Haven't = have not.

Mustn't = must not.

Shouldn't = should not.

There's = there is.

Weren't = were not.

You've = you have.

We've = we have.

Now let's take three contractions which cause the most trouble in spelling:

1. It's = it is.

Here's a sure-fire formula for remembering this one. If you're not sure whether you should have used *its* (denoting possession) or *it's* (it is), try this test:

The cat lost *it's* tail. That means: The cat lost *it is* tail. (Does that make sense? Of course not. Then don't write it.)

2. You're = you are.

Is this *you're* cat? That means: Is this *you are* cat? (Take it away, Jackson! We meant *your*.)

Is this *your* cat? (Yes. Now we feel better.)

You're my pal. (That's right. *You are*.)

3. They're = they are. Try it again. It never fails.

*They're* not here. That means: *They are* not here. On the button, son! Now don't confuse *they're* with:

Their (possession): *their* hats, *their* books.

There (place): over *there*.

Did you notice how many contractions we used in this column? You can't talk or write without using these com-

mon contractions. Learn how to spell them correctly.

### But Natch!

They say it's "oke" and "simply supe." Altho' I may be quite a "stupe" To be confused and somewhat grieved To hear our lingo thus abbreviated— And I am sadly at a loss To cope with "natch," "delish," "collos," And "it's terrif." But what's the diff? I'm cert they must have some signifi!

Helen Gorn Sutin  
in *N. Y. Times Magazine*

### Words About Words

The following letters were written above a 'copy of the Ten Commandments in an episcopal chapel in Wales:

PRSVRYPRFCTMN  
VRKPTHSRPCPTSTN

It took almost a hundred years to discover the meaning. Only one vowel is needed to make two lines of verse—the letter E.

Persevere, ye perfect men  
Ever keep these precepts ten

*The British Magazine*

### Here's That Man Again!

Our apologies—and the typographer's—for a typographical error in our December 2 issue, and our thanks for this clever letter of correction:

In the December 2 issue "Sign Language" says that the sentence, "Molly, the parrot, almost pecked my finger off," is a case of *opposition*. If the parrot had *your* finger, you no doubt felt that way about it. But change that *o* to an *a* (*apposition*) before you give all us English teachers the bird!

Donald S. Klopp  
Scott H. S., East Orange, N. J.

## ARE YOU . . . ? ?



### . . . A WIND-MILLER?

Pat punctuates each word and phrase With thrusts and jabs into the air. When Pat flings word and arms around, By-standers had best beware!



### . . . A FIRST PERSON SINGUL-AR?

"I" and "MY" and "MINE" and "ME"— Those are the favorite words of Jim. People might listen to what he said, If he'd use "SHE" and "YOU" and "HIM."



### . . . A BABY-TALKER?

"Id 'oo 'urt 'orself?" coos Jane, When her escort bumps his knee. Won't someone please tell Lady Jane That baby-talk's for babes aged three?





**A**RE you still scouting around for a part-time job? For next term? Then let's get busy answering some of the want ads in this morning's paper.

Begin with a definite statement of your reason for writing. Businessmen prefer a business-like approach:

"The position of stock assistant, which you advertised in the *Daily Chronicle* January 13th, is of great interest to me. I hope you will consider me as an applicant for the job."

Now on with your salestalk. Perhaps the ad called for: *Young man; mechanically inclined; work afternoons as stock assistant in hardware store; good future for one with initiative.*

It isn't enough to state that you *are* mechanically inclined, that you *do* have initiative, etc. *Prove* it—with specific statements, like these:

"Last summer I was an assistant at Gleason's Bicycle Repair Store. Several shop courses, in which I made honor

grades last year, had given me satisfactory training for that work."

Now for the "initiative"; "As a Patrol Leader, Boy Scout Troop 231, I have suggested and planned a number of community activities. One was last summer's Community Picnic to raise money for the County Orphanage."

Wind up by showing that (1) you're a solid citizen-in-the-making, (2) you're considering this job as a long-term proposition, (3) you'll stick by your employer: "Since I shall be graduated from high school in June, I should appreciate the opportunity of working towards a permanent position."

Sometimes you'll have to read between the lines of want ads. At first glance this ad doesn't give many hints: "*Part-time stenographer for small office; experience unnecessary.*"

Analyze this ad and you'll realize that, if you're the only stenographer in a small office, you'll be called on for many odd jobs.

After giving your qualifications as a stenographer, you might add: "For the past year I have been working in my uncle's office on Saturdays. This work has helped me to become familiar with details of office routine, such as sorting mail, answering the telephone, and acting as receptionist." Make use of any experience you've had.

## LEARN

### To Think Straight

**S**UPERSTITIONS are the result of incorrect thinking. That is what we pointed out in this column last week. A superstitious person may say that a black cat's crossing his path was the *cause* of his falling downstairs. But his superstition won't hold water when we ask: How do you know that a black cat was the cause of your falling downstairs?

Superstitions aren't the only instances where the wrong cause is given. Take a look at these familiar examples of incorrect thinking.

1. I want hand-made sweaters like Janet's. She's the most popular girl in school.

2. Miss Davis is an unfair marker. I got better grades with Miss Rife last term.

Let's look carefully at the thinking behind each of these statements.

The first example means: Janet is popular because she wears hand-made sweaters.

Now Janet may be popular and she may also wear hand-made sweaters.

The question to ask is: How do you know that her clothes are the *cause* of her popularity? What about her friendliness?

"Oh, yes," you readily admit, "Janet's friendly and she talks well, too."

So you see how incorrect thinking can lead you to this incorrect conclusion:

a. Janet is popular.

b. Janet is friendly and a good conversationalist, and she wears hand-made sweaters.

c. Therefore, Janet is popular because she wears hand-made sweaters.

If there is no real connection between Janet's clothes and her popularity, it's incorrect thinking to make one the cause of the other.

The second example states that your grades are worse *because* you have a different teacher this term. Before you make this claim, ask yourself some questions. Is the work harder this term? If so, have you buckled down and *studied* harder this term? Have you completed all your assignments on time? Have you paid attention in class?

Unfair and foolish statements are often made because someone is thinking incorrectly about the cause of something. Check and double-check for the *right cause*.



## HOW'S THAT AGAIN?

By SLIM SYNTAX

In one of your recent issues you told an amusing tale of the boy who compared the adjective *handsome*: "After an *heroic struggle*, he came up with handsome, handmore, handmost." My unabridged dictionary says that he should have had a *heroic struggle* . . . My dictionary gives the example of a *heroic people*. It also cites the example of a *historical novel*. How about it, Slim?

C. R. Ditsworth  
Fenton (Iowa) Pub. Schools

Your unabridged dictionary is correct—and so are we. The truth, however, is that our preference for an *heroic struggle* brands us as something of an old fuddy-duddy—actually, in this respect, guilty of an addiction to what some call "pedantic usage." But there's something to be said for poor old Slim's preference here. Where the *h* is strongly accented as in *history*, we would say a history book. Where, as in an *heroic struggle*, we accent the *h* weakly, we prefer the *an*. It's a little old-fashioned but not incorrect.

In my typing I have wondered how to designate the names of movies. Is it quotation marks, capitals, or underlined?

Becky Baumgartner,  
Cedar Falls, Iowa

In typing we prefer the following method of designating titles of movies and books: Canyon Passage. However there's nothing wrong with "Canyon Passage." It just doesn't stand out as vividly as the underlined form and might be confusing in a paragraph which contained dialogue in quotes. All capitals look "too loud" in typed letters.

Most magazines and newspapers set their own style of typography. In *Scholastic Magazines* we italicize the titles of movies, books, records, etc. Italics make titles stand out, and italicized words are easy to read.

• • •

In my English book the rule says, "An adjective modifies a noun or a pronoun." Could you give me an example in which an adjective (not a predicate adjective) modifies a pronoun?

Agnes C. Schobel,  
Memorial H. S., Middleboro, Mass.

We can't think of many examples of adjectives modifying pronouns but here's one: Poor little you!



## QUESTIONS AND QUIZZES TO SEE IF YOU'RE "WHIZZES!"

### THE MINUTES STAND APPROVED

The minutes of your club meeting won't win approval if they're like the example below. Each number indicates the omission of one important point.

The Civics Club held a special meeting on January 6, 1947 (1) to decide on the Club's next activity. (2) (3) A motion was made (4) (5) to hold a forum on the topic: "Do Teen Canteens Prevent Juvenile Delinquency?" A forum committee was appointed (6) to decide on time, place, and speakers. (7) (8)

Dizzy Stockton, Secretary

### SIGN LANGUAGE

These sentences won't "make sense" unless you find the *interrupters* (paren-

thetical elements) and set them off with commas.

1. After all money isn't everything.
2. Yesterday believe it or not I saw Miss Heppleheimer.
3. To be brief you must work hard.
4. His uncle you'll see won't consent.

### MAKE A NOTE OF IT

Practice your note-making technique by outlining these paragraphs. They're part of Miss Voorhees' discussion of Canada's natural resources — which is II in your outline.

"One of Canada's chief resources is her vast forests. They contain over 500,000,000 acres of marketable timber. More than 80,000,000 acres have been set aside as forest reserves and parks. Minerals, too, are an important re-

source. Canada leads the world in the production of nickel, asbestos, platinum, and radium. She ranks second in the production of uranium, mercury, and molybdenum.

"Canada's fisheries are among the most valuable in the world. Three fifths of the annual catch is exported, chiefly to the United States."

### CATCH THAT PHOBIA

A *phobia* is an unreasonable fear or dread of something. Can you find the right phobia in these sentences?

1. Mr. X is afflicted with *anglophobia*. He has an unreasonable fear of:

- (a) angles.
- (b) angels.
- (c) Englishmen.

2. Mrs. Y suffers from *claustrophobia*. She fears:

- (a) compound sentences.
- (b) closed-in places.
- (c) wide open spaces.

3. Mr. Z's trouble is *photophobia*. He shuns:

- (a) cameras.
- (b) light.
- (c) motion pictures.

Answers are in Teacher Edition



**W**HEN your club, Canteen, or class committee gets together, do you hold a meeting or "incite a riot"? The answer may be "a riot," if you don't know the rules for conducting a businesslike meeting. These rules are called *parliamentary law*. In their original form (cf. Robert's Rules of Order), they're formal and complex. But it's an easy matter to simplify them to suit your own needs. Here are a few of the more important parliamentary rules and terms.

**CHAIRMAN PAUL:** Now that we've had reports from the committees, we can get down to business. The first item on the *agenda* is the question of where and when to hold our graduation dance. *The chair will entertain a motion.*

**CHARLES** (rising): Mr. Chairman...

**PAUL:** Charles Stanton.

**CHARLES:** Mr. Chairman, I rise to a *point of order*. As the secretary noted in the minutes, we have some *unfinished business*. Because we were short of time at our last meeting, we *tabled the question* of donating \$5 to the school library. That question *takes precedence over* new business.

**PAUL:** The *point is well taken*. Discussion on the dance is *out of order*.

**HAL** (rising): Mr. Ch—

**PAUL:** Charles Stanton still *has the floor*.

**CHARLES:** I move that we *take from the table* the motion to donate \$5 to the school library.

**ALICE:** I second the motion.

**PAUL:** Are there any remarks?

**HAL:** Mr. Chairman. . . .

**PAUL:** Hal McGinnis.

**HAL:** The objection to a \$5 donation was that we had only \$8.50 in the treasury at the time. But, according to our Treasurer's report, we made \$14.20 on last week's raffle. I think we should make the donation.

**PAUL:** If there are no further remarks, *the chair will put the question*. (Pauses) The question is on donating \$5 to the library. All those in favor say "Aye" . . . Those opposed say "No" . . . The *motion is carried unanimously*.

*agenda*—a list of points to be discussed at a meeting.

*the chair*—the chairman always refers to himself as *the chair*.

*entertain a motion*—hear a suggestion. A motion is a suggestion from a member that certain action be taken by the group.

*point of order*—this refers to rules of parliamentary procedure—order of business, methods of making motions and voting, etc. Any member may call the chairman's attention to a point

which he thinks is *out of order* (i.e., an error in established procedure). The chairman decides whether or not *the point is well taken* (i.e., whether the member's objection is well-founded).

*unfinished business*—questions which were not definitely voted on at the previous meeting. Before each meeting the chairman draws up the *agenda* in this order: roll call, reading of minutes, reports of committees, unfinished business, new business. Therefore, unfinished business *takes precedence over* (i.e., must be considered before) new business.

*table the question* (or *lay the question on the table*)—to postpone discussion and voting on a question. The purpose of this motion is to enable the group to get on to more urgent business. A motion may be made to *take the question from the table* (i.e., resume discussion) at the same meeting, or later.

*to have the floor*—to have the right to speak. No member may speak until recognized by the chairman.

*Are there any remarks?*—Is there any discussion? After a motion has been made and seconded, it is open to discussion. The chairman may *put the question* (i.e., call for a vote) only after everyone who wants to speak for or against the question has had a chance to do so.

*The motion is carried*—the ayes have it! If the vote is against the question, the chairman says, "The motion is lost."



**FORMULA**

**6250**

By SEWELL PEASLEE WRIGHT

### Mort solves a crime with his "mysterious solution"

**L**OOK," I said to Mort, "if you've finished with that set of prints, I'd—"

"But I haven't," he interrupted. Morton Crane is a stringy man in his mid-thirties. His hair is prematurely gray, his left arm twisted and inept. The most remarkable thing about him is his eyes—grey, but they turn pure green when he's aroused.

"But the Garrett case," I reminded him. "Remember, the fingernail scrapings you were going to test for traces of blood."

In a city as small as ours, there is no organized homicide squad, but if there were, I suppose I'd head it up. The name is Miller, Sergeant John Miller, but any man with hair the color of mine is going to be called "Rusty," whether he likes it or not.

"I've already tested them," said Mort. "The scrapings of all three suspects were completely negative—I'm sorry to say."

And he was sorry to say it. Morton Crane is a very grim number—with reason. Every man on the Force knows his story.

Back in the days of the gang wars, Mort and his young sister—he was about 10 then, and she five—had walked home one summer night from the neighborhood movie. As they neared the corner of Seventh and Jackson, a man had come down the steps from the Berwyck Apartments. A punk known as Whistling Jack Coyle. He'd been whistling that evening—softly, under his breath—until a black sedan with its windows down had moved out from the shadows of the maples, and a pair of tommyguns had let go.

Whistling Jack had ceased whistling permanently. Mort's kid sister, Ruth, had screamed—not loudly, and only once. Mort had gotten by with a shattered left arm.

His people had money, and they spent plenty of it on doctors. The arm had been saved, though it wasn't much good.

"Are the scrapings completely negative?" I repeated. "You mean none of those three punks killed Garrett?"

"No. I mean that your three suspects either are not guilty, or the guilty one scrubbed his hands and nails microscopically clean. Or you may be mistaken about the whole idea that whoever murdered Garrett would have had to get his hands bloody."

"Not a chance," I declared. "Garrett was killed in a knife fight. You saw the body and you know how much blood there was on it and on the clothing. He had been very thoroughly searched—practically stripped. Doc says that the pressure-marks on his skin showed he'd worn a money belt. Apparently what the killer wanted was in that belt; it's missing. But whoever searched him, Mort, had blood on his hands—literally as well as figuratively."

"Could be. But the scrapings are still negative."

"Find any prints on Garrett's clothing?"

"Just one; on his collar. His own."

I sighed.

"I know," said Mort. "But bringing out a latent print on cloth takes a lot of doing and a lot of luck. I spent half the night in my darkroom at home, but no dice."

"Oh, I'm not blaming you. But this puts me right behind the eight ball. I know that one of Garrett's three pals murdered him. They were the only persons who knew he had the money, and it's a cinch that robbery was the motive. I think I can even tell you which of the three did it."

"Which?"

"Ferraris. He'd use a knife. You know his fondness for knives. Brailey or Moran would have used a gun."

"A smart guy might use a knife just to throw suspicion on a pal," suggested Mort.

"Possibly. But I don't believe they're that smart. All three are just punks. That's why Garrett thought he could hold out on them, and not pay off."

"There's nothing else to work on?"

"Not a thing. Just what I've told you. It has to be one of the three, and the use of the knife points to Ferraris. But you can't go to trial with that."

"But even if I had found traces of blood, you wouldn't have had a case that would hang a man, Rusty."

"True, but evidence of that sort can crack a man. Especially a punk."

"I'm sorry," sighed Mort. "Sometimes this junk—" he indicated the paraphernalia of his laboratory with a sweep of his good right arm—"works like a million dollars. And sometimes it won't uncover a thing."

I looked around the laboratory. I've been in police work more than twenty years. I've been around quite a lot. But only in the very largest cities have I seen a finer, a more modern police laboratory than ours in Riverside.

The laboratory is Morton Crane's response to his experience the night Whistling Jack Coyle was silenced. It's his answer to little Ruth's murder, and his revenge for his bad left arm. He

(Concluded on page 18)

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# THE MARCH OF

## Georgia's Governor Troubles

**What Happened:** Members of Georgia's state legislature gathered in Atlanta to work out a problem that has been puzzling Georgians for weeks: Who will sit in the governor's seat of the Cracker State for the next four years?

The problem was created by the death of Governor-elect Eugene Talmadge, Georgia's champion of "white supremacy." Talmadge, elected November 5 to succeed Gov. Ellis Arnall, was to have been sworn in January 14. Neither Georgia's old constitution nor the new one which voters approved in November says clearly who should take office in case of a governor-elect's death.

Herman Talmadge, son of the Governor-elect, claims that he should have the office because he received the most write-in votes (1,000). M. E. Thompson, state revenue commissioner who was elected lieutenant-governor, believes the governorship is legally his. The Georgia constitution bars a governor from succeeding himself. But Gov. Arnall offered to remain in office until Thompson is sworn in, and then resign.

**What's Behind It:** The governorship fight is a continuation of the battle in the Democratic primary election last fall—Gov. Arnall's "liberal" forces vs. Talmadge's "white supremacy" ranks. In the primary, Talmadge defeated James V. Carmichael, Gov. Arnall's candidate. The U. S. Supreme Court may have to choose the new Governor.

## New Try for Youth Training

**What Happened:** Nine prominent civilians began a study of possible universal training for America's youth. The Advisory Commission on Universal Training was appointed by President Truman to study various plans and recommend whatever program is necessary for the national security.

**What's Behind It:** With the Draft Act due to expire March 15, the Army and Navy are more anxious than ever to have a trained reserve. Their original program was turned down by the last Congress. President Truman hopes his committee can produce a plan to meet the objections to universal training raised last year, and still produce an adequately trained reserve.

## UNIONS CHART WAGE DEMANDS FOR 1947

**CIO's Nathan Report, challenged by industry, asks increases without higher prices.**

As 1947 opened, there were fewer men on strike than at any time since V-J Day. But the industry-labor front was hardly quiet. Union contracts with most large industrial corporations expire during the winter months. Labor unions were ready to press for higher wages.

The wage demands vary from union to union and industry to industry. The wage increase demands by the "Big Three" CIO unions (steel, autos, electrical equipment) were estimated at 25 cents an hour.

To back its arguments for widespread wage increases the CIO issued the Nathan report. This report, "A National Wage Policy for 1947," was prepared by Robert R. Nathan Associates, private consulting economists. The report urged a 21 per cent boost in wages in manufacturing industries. It pointed to the falling purchasing power of most American families. Higher prices mean that families can buy fewer goods. But since 1944, said the report, "corporate profits after taxes have risen about 50 per cent." Concluded Mr. Nathan, "a further substantial wage increase without a general price rise is possible, justifiable and essential."

Industrial leaders immediately challenged the Nathan report. Walter B. Weisenberger, executive vice president of the National Association of Manufacturers disagreed that there had been a "decline in real weekly wages." Since 1938, he said, weekly earnings of factory workers have doubled, while living costs have climbed less than 50 per cent.

In an article criticizing the Nathan report, Dr. Sumner H. Slichter, a Harvard economist, opposed the idea of uniform wage increases within industries. Many corporations with lower-than-average profits, he said, would have to cut down on employment and production, because they could not afford to pay higher wages. Other companies, with larger profits, would be unable to lower prices.

Meantime, many unions were suing employers for nearly a billion dollars in back pay. The cases are the result of a six-year-old Federal District Court case, upheld recently by the U. S. Supreme Court. In 1941, the United Pottery Workers (CIO) claimed back pay for 1,100 employees of the Mount Clemens (Mich.) Pottery Company. The union said the company failed to



International News Photo

Classmates from Tokyo school for children of Allied soldiers and civilians, using ear phones, listen intently to trial of Jap war criminals.

# EVENTS



Although there have been official denials, it is widely believed that PRINCESS ELIZABETH, heiress to the British throne, and PRINCE PHILIP of Greece are engaged.

British Combine

pay for a fifteen-minute lunch period, and for time spent walking to and from the company gate and in other preliminaries to actual work. This time, claimed the union, was "working time" as provided for by the Fair Labor Standards Act of 1938. Under the law, workers may claim triple wages for pay they are entitled to and do not collect.

## 48 Yanks at Oxford

**What Happened:** The cheerful accents of 48 Americans will echo through the ancient halls of Britain's Oxford University next autumn. The 48 men, all less than 30 years old, are winners of Rhodes scholarships, the first awarded since before World War II.

The scholarships were established by Cecil John Rhodes, nineteenth century explorer, financier, and colonist. In his will, Rhodes provided funds for study at Oxford for men of the British Commonwealth and Empire, the United States, and Germany.

The Rhodes scholars spend a year at Oxford, with their expenses met from the Rhodes fund. Normally, 32 Americans are chosen each year. Because of the interruption caused by the war, 48 were chosen for 1947. They represent 33 states and 35 colleges and universities. All but five are war veterans.

**What's Behind It:** The story behind the Rhodes scholarships is the saga of

one of Britain's most famous empire builders. Rhodes left England in 1870 to visit his brother in South Africa. He went there to recover his health, but within three years, he had amassed a fortune at the Kimberley diamond mines in South Africa.

Rhodes returned home to attend Oxford, where he graduated in 1881. He died in 1902 at the age of 49, just as the Boer War in South Africa was ending.

Always a leader of men, Rhodes did not want his scholarships to go to "mere bookworms." The men, now selected by an international committee, were to "esteem the performance of public duties as their highest aim." Among the 2,215 scholars have been Senator J. William Fulbright of Arkansas, Christopher Morley, author, and Elmer Davis, wartime director of the Office of War Information. Included in the 1947 group is Charles G. Bolte, chairman of the American Veterans Committee.

## Freedom for Burma?

**What Happened:** "The Burmese people should attain their self-government by the quickest and most convenient way possible. . . . We do not desire to retain within the Commonwealth and Empire any unwilling peoples."

With these words, Britain's Prime Minister Clement Attlee announced to Parliament that Burma could have her freedom practically on her own terms. He said he hoped the Burmese would decide to remain within the British Commonwealth. Attlee invited a delegation from the southeast Asian country to come to London this month to discuss the matter.

The British Labor Government's offer was immediately criticized by former Prime Minister Winston Churchill. Churchill claimed the government was hastening "the decline and fall of the British Empire."

**What's Behind It:** Long a part of India, Burma became a separate unit of the British Commonwealth in 1937. Jungle-wild and swampy, Burma is the size of Texas, and has a population of 14,000,000. The tin-and-teakwood land was the scene of some of the bitterest fighting of World War II.

Britain's offer of independence is

similar to her offer to India. And as in India, there have been threats of violence to achieve freedom. Burma's present leader is U Aung San. He had previously demanded that the British quit Burma by January 31. U Aung San was encouraged to take this definite stand against Britain by his principal rival, Thakin Than Thun, leader of the Burmese Communists.

## Unrest in Indo-China

**What Happened:** The world's youngest nation found that it wasn't quite sure how big (or how little) it was. The nation is Viet Nam, the independent republic of the Annamese people. It was "born" on March 6, 1946, when it separated from French Indo-China, south of China and east of Siam.

The French government agreed last spring that a Viet Nam republic should be established on the eastern coast of French Indo-China, to be made up of the provinces of Tonkin and part of Annam. Ho Chi Minh, Annamese leader, was recognized as president. Now, Annamese nationalists claim that all of Annam, as well as the French colony of Cochinchina (to the south of the peninsula) should be part of the Viet Nam republic.

Violence has broken out within Viet Nam. France sent Gen. Jacques Leclerc, noted World War II general, to Indo-China to help settle matters. The fighting, centered in the capital city of Hanoi, started over a customs dispute between the French and the Annamese.

**What's Behind It:** Throughout south-east Asia, nationalist movements have spread rapidly and deeply since World War II. French Indo-China, one-third larger than France itself, has a population of 25,000,000. About three-fourths of these people are Annamese. The Annamese are the most advanced people among the Indo-Chinese. They have worked actively for independence ever since the end of the Japanese occupation of their land during the war.

## U. N. News Briefs

**The United Nations Security Council** voted to send an investigating committee to the Balkans to look into Greek complaints that Yugoslavia, Albania, and Bulgaria are supporting organized raids into Greek territory.

**Great Britain** was the first nation to withdraw her ambassador from Spain following the U.N. General Assembly recommendation that all nations withdraw their diplomatic missions from Spain. The U. S. ambassador returned here before the U.N. action.

# BOY dates GIRL

**L**IFE can be beautiful when the "lights of your life" sit near you in Ancient History Class. With such a pleasant arrangement, Cleopatra's conquests don't seem so ancient after all. And you'd rather be in your own saddle shoes than Mark Antony's sandals!

But sometimes your heart is impractical enough to allow itself to throb for a lad or lass who's "far, far away" — or at least ten miles away in a math class at Fairport High. In such cases it's harder to concentrate on the Roman Empire. Or, even if you're willing to devote your affections to the personnel at hand, maybe you attend a boys' school or a girls' school. This letter from our mailbag points out the problem of how to conquer the distance in your date life.

Dear Gay Head,

*I've been reading your advice to "would-be daters" for a long time, and I think it's swell. But you seem to take it for granted that your readers go to co-ed schools. How about some advice to the poor fellows (I'm one of them) who don't have the pleasure of attending such a marvelous institution, but go to a high school "strictly stag"?*

Here's to the stags:

So, Mom and Dad think your education profits with the gals out of sight. Mom and Dad may be right. But "out of sight" isn't necessarily "out of mind." And you're worrying that the boys in the co-ed classes are building up a big advantage in the social graces. How can you keep in the running?

If you don't have the opportunity "to make friends and influence certain people" in between-class conversations, you may have to develop into an extra-good letter writer. Friendship is always based on similar interests and enthusiasms. A good healthy correspondence is your best ally in impressing Carol that Jones Prep or the Barber Vocational School for Boys is a great institution. Make your letters frequent, brief, and lively. Tell Carol about your school activities and friends. Start a discussion on your future careers. And don't forget to put the focus on Carol at least half the time. Ask what she's been doing. How did her Junior Play come out? Has her Dad agreed to let

her learn to drive? Has she read the new John Tunis book? A letter full of questions demands an answer.

Don't let your letters get "sweet and sentimental." That kind of talk looks pretty silly when it's down on paper. And, if the outpourings of your heart look silly, Carol's apt to get a kick out of passing your letter around to the girls as "the ravings of some character I know." Make Carol take you seriously. You want her to think you're a lively fellow, not a lovelorn prisoner pining away in your cell.

If your correspondence has style and spirit, you'll rate a date with Carol when your school has a party, dance, or basketball game. And here's another bit of strategy. When you're inviting a girl from another school to a party, ask her well in advance of the occasion. You don't know what may be going on at her own school. And you want plenty of time to iron out the details

*By Gay Head*

of transportation, dress, etc., by mail. When a girl has to make special preparations for a date, she likes to be able to plan ahead.

There's no reason why a school for Boys Only or for Girls Only should handicap you on the social side. But there's one hazard we've observed. Going to a girls' school is likely to make you think of boys as a strange species. Instead of treating them as the buddies, comrades or friends that they naturally become in a co-ed institution, you begin to think of them as Lords of the Earth. You may think you have to cultivate a coy, frail approach. It's not true!

On the other hand, your attendance of a boys' school is likely to make you forget your manners. You become so accustomed to the football crowd that you use the same rough tactics on the girls. You, too, may forget that members of the opposite sex make good friends; you may start figuring they're only good for "pitching the woo." That's not true either. Real romance always begins as friendship.

*Q. If I invite a girl from out of town for a dance and a week-end party, what arrangements should I make?*

If you want a "yes" to your invitation, give Nance full details of your plans so she'll have a clear picture of the situation when she asks her mother's permission.

The Number One question is where Nance is to stay. If the dance is to be in your home town, it will be natural to invite her to stay at your home. In this case, your invitation should be accompanied by one from your mother. It would also be permissible—if Nance knows a girl in your town—for you to arrange to have her stay at her friend's home. But if a girl does you the favor of helping you entertain your guest, you should see that she has a date for all the festivities of the week-end.

If the party is at your prep school (not in your home town), there may be a chaperoned dormitory given over to the exclusive use of guests. Any such arrangements should be carefully explained to your date in advance.

Nance will also need to know the exact nature of your "partying." Is the dance to be formal? Do you expect her to arrive dressed for the dance, or will there be a place where she can dress when she arrives? If you're planning a skating party on Saturday, better mention warm clothes.

You should also make a careful survey of the transportation situation. Tell Nance what train or bus she might take; make clear when and where you will meet her. You should also indicate when her parents may expect her home.

These arrangements are only the beginning of your responsibility. When Nance arrives, make sure she is introduced to all your friends. Arrange ahead of time to trade dances with some of your chums and their dates. They'll be glad to oblige. They want to see their dates get a whirl, too.

There's nothing more exciting for a girl than an "away from home party," if her escort has planned the schedule carefully. And there's nothing more disillusioning than a week-end which fizzles because of haphazard planning.





## What's New

### 20th-Century Country Doctor

A country doctor in Maryland has discovered one of the best applications we know of for the new automobile telephone service you've heard so much about. He's had a telephone installed in his car to enable his patients to call him while he's out on his rounds.—R. C.

### Double-Crossing the Daisy

Florists have a trick for turning white daisies any color of the rainbow. They stop watering the flowers for three days before cutting them. Immediately after cutting, the daisies are put into buckets of water to which dye has been added. As the stems drink up the water, the blossoms turn red, blue, yellow, etc.

### Escalator Efficiency

Subway escalators in France operate only when someone is on board. An electric eye starts the motor the minute a passenger mounts the first step. When the passenger steps off the escalator, the motor stops—unless another passenger has come aboard. This enables the escalators to operate all night without upping the city's electric bills.

### Design by Tschaikovsky

Movie actor Steve Cochran has a Wyoming terrier called Tschaikovsky. Tschaikovsky takes a great interest in the improvements Steve has been making around his new home in Benedict Canyon.

Recently Steve spent a whole weekend laying a concrete walk. Tschaikovsky, chained to a nearby avocado tree, watched the operation attentively.

When the actor had troweled the fresh concrete to a smooth surface, he went inside to clean up. In his absence, Tschaikovsky gnawed through his leash and frolicked all over Steve's handiwork.

The penalty for this spree was not what Tschaikovsky might have expected. When Steve surveyed the damage, he collared the mutt and led him back and forth over the wet concrete until a pattern of dog tracks was imprinted over the total length of the walk. Now that the concrete has hardened, the tracks appear to be a deliberate and clever design. And they have an added value in that they make the path skid-proof in wet weather.

(Tschaikovsky got a bone for his inventiveness.) —ALLEN ALBRIGHT

Have you heard of something that's "brand new?" If so, write us about it. We'll pay \$1 for any item used in this column. Address Allen Albright, "What's New" Editor, Scholastic Magazines, 220 East 42nd St., New York 17, N. Y.

## HIS NIBS by Roland COE



He's got something to look forward to!



Say, that sonny is lucky to have such a treat in store... but so are you! Because you can look forward to swell-tasting Nabisco Shredded Wheat tomorrow morning. Pour on milk and sink your teeth into those crunchy whole wheat biscuits... that's a breakfast to help you grow up strong! Fix it with fruit... eat it hot or cold! Ask Mom to buy Nabisco Shredded Wheat—the package with the picture of Niagara Falls.

## Formula 6250

(Concluded)

equipped the lab almost entirely at his own expense, and he spent his own time and money generously in learning his profession.

There were microscopes — several kinds. There were Mort's own private singleprint files of "hot" operators. There was a sink, flanked by racks of reagents and glassware. There were hooded and filtered lights — ultra-violet and infra-red. In the center of the room, under a bank of fluorescent lights, was the largest, most littered flat-topped desk in the world, but Mort can lay hands instantly upon anything on it.

"You can always angle something, Mort," I said sincerely. "If your regular tests won't work, try something else. One of those mugs killed Garrett, and while he deserved it, a killing is a killing. If they get by with killing each other, they get the idea they can also get by killing decent people."

"You're right, Rusty," Mort said quietly. The green, venomous light was in his eyes now. "I'll have to get busy . . ."

**S**HORTLY after four that afternoon I received a call from Morton Crane. "Round up those three punks and bring 'em to the lab, Rusty," he said, "I think I have something."

"They're practically in your lily-white hands right now. But what do you have?"

"It's a new test, the result of something I've been working on. Just happened to occur to me when I started delving for something that would work on your three suspects in the Garrett case. It's just in the experimental stage, and I won't guarantee that it will work, but it's certainly worth trying."

"Anything's worth trying," I agreed.

I brought up Brailey first. Brailey was fat, with a round, red face and a dumb smile. It wasn't until you noticed his flat, emotionless eyes that you really caught a glimpse of the man's real character. It was evil.

Mort was waiting for us at a bench under a window. Scattered around were rags and pieces of various kinds of paper, all marked with the brown stains of dried blood.

"If this works as well in practice as in theory, it'll beat the leuco malachite test in cases of this kind," Mort said jubilantly. He produced a bottle of clear liquid labeled *Formula 6250*, a roll of absorbent cotton, and a pair of forceps.

"You ain't doin' any cuttin' on me!" Brailey whined, drawing away.

"Easy does it," I said soothingly. "Let's not have any trouble. Go ahead, Mort."

"I apply this solution to the suspect's hands," Mort said. "A simple, painless process. Like this." With a wad of cotton dipped in the clear solution, he patted the stuff on Brailey's fingers. "That's all there is to it," he said. "Next!"

"What'll it do to me?" Brailey asked suspiciously.

"Not a thing in the world. You didn't cut on Garrett, and if you didn't cut on him, you haven't had your hands in blood recently and therefore nothing will happen."

"I think you're nuts," mumbled Brailey.

"All cops are nuts," I agreed. "But in a nice way."

Ferraris was next — a dark, stocky man with a mean mouth and a pinched-in forehead.

"You got nothing on me," he said. "I ain't even seen Garrett in a week. And whatever you guys have got on your minds, I ain't havin' any."

"Why, Mr. Ferraris!" I chided him. "You surely wouldn't wish any unjust suspicion lodged against you. As Mr. Crane here just told Mr. Brailey, you didn't kill Garrett, and therefore you haven't had human blood on your hands recently. This little test is just routine. Only a man who had reason to be afraid would object."

"You're just wastin' time," grunted Ferraris, as Mort patted on the colorless solution. "I and Garrett were pals, see?"

"Sure," Mort said coldly. "Everyone loved Garrett. He probably committed suicide." He dried Ferraris' hands on a clean cloth.

Ferraris inspected his fingers carefully.

"See?" he said. "I told you I was in the clear. Not a thing!"

"Not yet," said Mort.

**T**HERE was no argument from Moran. He was redheaded and lanky, with huge, long-fingered hands. "What's it supposed to do?" he asked, when Mort had finished.

"It's a newly developed test for bloodstains," explained Mort patiently. "According to your story, it won't do a thing. Now, if you had had human blood on your hands within the last seventy-two hours —" he indicated the stained cloths and scraps of paper on the bench — "where the blood had been, your fingers would look like that."

Moran examined his hands, as Ferraris had done. "How long does it take to work?"

"That I don't know, exactly," Mort said. "It's brand new. Quite a long time, in most cases, if it works at all."

I looked at Mort and nodded. "I'm betting on it, chum," I said.

The next day I came into the laboratory beaming.

"It worked, Mort! Those two guys in the cell with Ferraris nearly killed him before we could separate them. They seemed to think it was a bit on the ratty side — his knifing Garrett and taking their share of the money that was coming to them, as well as his own."

"The test was positive on his fingers?"

"That's right. Apparently it began to show up around ten o'clock this morning. He tried to conceal it by keeping his hands in his pockets, but they became suspicious. And when they saw the stains on his fingers, he would have admitted assassinating McKinley to get away from his old pals!"

**H**E confessed, then? In writing, duly signed and witnessed?"

"He did. And why don't you?"

"Why don't I what?"

"Confess. Tell me all about your marvelous *Formula 6250*."

"It's a professional secret," Mort said gravely. "A test for blood as delicate and positive as that is worth —"

"Now, Mort! Brailey and Moran were tested with one solution, and Ferraris with another. I saw you switch, though they didn't. I have in my possession at this moment a ten-dollar bill which says that, as used on Brailey and Moran, *Formula 6250* was *hydrantus wateri*, fresh from the tap."

"Your Latin," Mort said, "is lousy. But you're right."

"That's what I thought. But what was in the bottle you used on Ferraris?"

"Psychology," Mort said. "And a ten per cent solution of nitrate of silver. Once it dries on, you can't wash it off, and when exposed to light it oxidizes and turns brown — the color of old, dried blood."

"I've always said you're the smartest man in your racket," I said admiringly. "But why did you hold out on me — and why the *Formula 6250*?"

"I wanted you to believe in the test, to help the act. Brailey may be no mental giant, but Ferraris and Moran are not fools by any means, and I wanted to make sure we turned the trick," Mort explained, the green flickering for an instant in his eyes.

"And as for the formula number — well, that figure just happened to be on my mind. As I told you, I've been doing some work in my darkroom at home, playing around with the development of latent fingerprints on cloth by the silver nitrate and acetic acid process. I managed to spill some of the stuff on the wife's sink, and nothing will take out those brown stains. And a new top for our sink, when I can get it, will cost \$62.50."

# Following The Films

Topps, don't miss. Worthwhile. So-so.

## MAGNIFICENT DOLL (Universal. Produced by Jack Skirball. Directed by Frank Borzage.)

One movie critic recently expressed a wistful hope that he wouldn't have to see any more movies that proved the Suez Canal was built because Tyrone Power loved Loretta Young! We hope our friend was spared *Magnificent Doll*. This handsome historical romance seems to suggest that our American democracy was set on its feet because the beautiful Dolly Todd chose to marry soft-spoken James Madison, the champion of democracy, rather than the proud and traitorous Aaron Burr.

Although people like Thomas Jefferson and Alexander Hamilton turn up every other minute, we warn you that history is taking a holiday in this film. Aaron Burr, James Madison, and Dolly Todd all knew each other well, but it is doubtful that their relationship made quite the perfect triangle that the film suggests. However, it is possible to enjoy most of the film as entertainment. The scene we found too hard to take was the final one in which Dolly makes a soap box oration on the principles of democracy to save her old friend, Aaron Burr, from a mob lynching.

Ginger Rogers, as the "magnificent Doll," is still Ginger Rogers showing off an extensive wardrobe. David Niven is a little "too cute" as the dapper Aaron Burr. But we nearly got our money's worth out of Burgess Meredith's delightful portrayal of the droll-humored, though slightly staid, Madison. (This may not be the history book Madison, but we've a hunch Meredith makes the man more charming.)

## THE WICKED LADY (Universal-International. Produced by R. J. Minney. Directed by Leslie Arliss.)

All the corny melodramatics that a film maker ever dreamed up have been assembled in this one English movie. To make matters even more disappointing, the three starring roles are filled by three of Britain's top box-office stars (James Mason, Margaret Lockwood, and Patricia Roc).

The story is concerned with the doings of the upper class back in the time of Charles II. The faults of this film are so fascinating that we recommend your

seeing it as an illustration of *How Not to Make a Movie*. If Director Leslie Arliss had had a bit of imagination, he could have successfully produced *The Wicked Lady* as a comedy. As it is, a complicated plot of intrigue and highway robbery is burlesqued to the point of being silly.

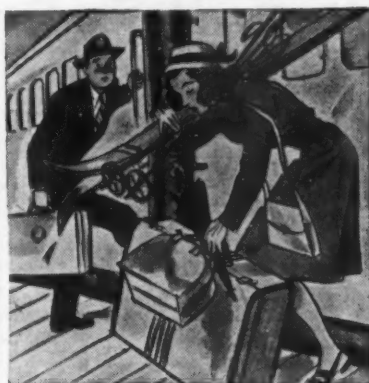
## MY BROTHER TALKS TO HORSES (MGM. Produced by Samuel Marx. Directed by Fred Zinneman.)

This film is based on Morton Thompson's whimsical short story about Lewie Penrose, a little boy who could talk to horses. Horses would tell Lewie anything, including the "dope" on the races. This made Lewie pretty popular in

racing circles. But one day Lewie started to grow up. He learned about death. And he discovered that he didn't detest little girls any more. With this adult point of view, Lewie found he had lost his power of communicating with horses. That was all, but the story had a lot of charm.

"Butch" Jenkins plays the part of Lewie, and Peter Lawford plays Lewie's older brother. We like both "Butch" and Peter, but the movie doesn't turn out as well as the story. The movie script had to be padded to make a feature-length film. The additional material consists largely of the antics of one of those "wacky" families that frequently turn up on the screen. This one is less convincing and less comical than most.

## How to gain a gal on a train



1. Boarding the train, you spot the entrancing Elissa having suitcase trouble. You rush gallantly to her rescue. As a knight, you lack a white horse, but your handsome Arrow Shirt, Tie, and Handkerchief will be just as effective.



2. No porters around, so you offer to hustle your muscle. Boy! Her suitcase sure is heavy! Couldn't be as valuable, though, as your cargo of trim Arrow Shirts—Mitoga cut for fit and Sanforized-labeled for fabric shrinkage less than 1%.



3. With Herculean strength, you heave it aloft. A crash landing springs the lock. Skates and ski shoes spill everywhere! Now you've done it! You mop your brow with your man-size Arrow Handkerchief that blends with your smart Arrow Tie.



4. Elissa proclaims there's no damage done, then suggests that you sit out the trip with her. You're on the right track now! MORAL: When you wear Arrow to the station, romance may be your destination. Cluett, Peabody & Co., Inc.

## ARROW SHIRTS & TIES

Handkerchiefs • Underwear • Sports Shirts



**H**IGH school boys and girls in the United States disagree on the question of lowering the voting age to 18 years, according to results of the latest survey conducted by the Institute of Student Opinion under the sponsorship of *Scholastic Magazines*. Fifty-one per cent of 40,961 high school boys polled are in favor of lowering the voting age to 18 years; 44 per cent are opposed; and 5 per cent are undecided. By a slight margin high school girls oppose lowering the voting age. Forty-eight per cent of 45,620 girls polled oppose an 18-year-old voting age; 47 per cent favor it; and 5 per cent are undecided.

The girls' vote shows a decided shift in opinion since 1944 when a majority of girls, as well as boys, approved lowering the voting age. The following table indicates the changes in high school student opinion on questions of lowering the voting age, as recorded

by three polls conducted by the Institute of Student Opinion.

	For	Against	No Opinion
May, 1943			
Total Vote	43%	53%	4%
Nov., 1944			
Total Vote	52%	43.5%	4.5%
Boys	52%	43%	5%
Girls	52%	44%	4%
Today			
Total Vote	49%	46%	5%
Boys	51%	44%	5%
Girls	47%	48%	5%

The Institute of Student Opinion conducts polls regularly during the school year through its membership of more than 1575 high school newspapers throughout the United States. Students vote by individual ballot and, after the poll has been taken in their respective schools, are interviewed by student reporters as to the reasons for their opinions.

An analysis of the interviews in this poll indicates that the drop in the number of students favoring a change is due to a general discrediting of the common expression "old enough to fight, old enough to vote." Opinion was frequently expressed that this phrase is fallacious and much over-used. Among reasons frequently mentioned, the following are typical:

"The idea that people are old enough to vote if they're old enough to fight is cock-eyed. At 18, boys are physically mature, so they're capable of fighting. But, at 18, most of us don't have the judgment or knowledge to be able to vote intelligently."

"Not Most 18-year-olds are inclined to be led on and the majority of them haven't the will power to stand up for themselves and make up their own minds. They need experience and outside association with the problem of voting before they go to the polls."

Representative opinions of those who approved lowering the voting age to 18 years were:

"I think that eighteen-year-olds have a better knowledge of the government; and know politicians just as well as adults; and they are more apt to support their convictions, instead of a certain political party as adults do."

"Voting will create a greater sense of responsibility among young people, and will develop an interest in government affairs."

"The younger set has more recently studied government and so can vote more intelligently."

**WIN A  
CASH PRIZE!**

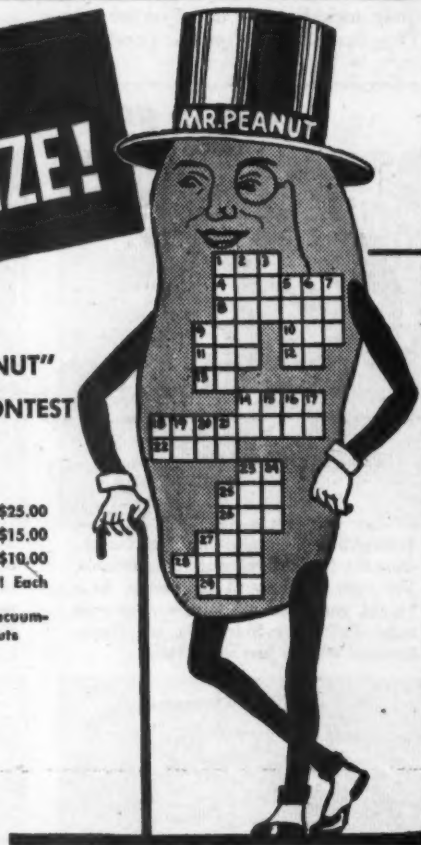
**ENTER THE "MR. PEANUT"  
CROSSWORD PUZZLE CONTEST  
118 PRIZES!**

1st Prize ..... \$25.00  
2nd Prize ..... \$15.00  
3rd Prize ..... \$10.00  
4th Prize ..... 15 Prizes of \$1 Each

100 Honorable Mentions — 2 vacuum-packed tins of Planters Peanuts

**Read These Rules Carefully**

1. Anyone under the age of 21 may compete.
2. After completing the puzzle, write a sentence of 18 words or less, beginning "I like Planters Peanuts because—" and containing at least 3 words from the puzzle.
3. Each contestant may submit more than one entry. Send empty Planters Peanut bag or wrapper with each entry, or send a hand-drawn facsimile of the wrapper showing Mr. Peanut. On top of page write your name, age, home address, city and state.
4. Mail entries to Planters Contest Editor, 14th Floor, 220 East 42nd St., New York 17, N. Y., to arrive by midnight, March 4, 1947. No entries accepted after that date.
5. Prizes will be awarded to those submitting complete and correct solutions to the puzzle and whose statements are considered most accurate and suitable for advertising and publicity use. Judges' decision is final. Winners will be announced in the April 28th issue of this magazine. In the event of a tie for any prize offered, duplicate prizes will be awarded.



**ACROSS**

1. What you get from eating Planters Peanuts.
4. What Planters Peanuts give you.
8. Clothes.
9. Single unit.
10. Obtain or become.
11. Soft coat of hair that covers many animals.
12. Yes.
13. Foot (abbrev.)
14. Hebrew prophet and book of the Old Testament.
18. Manufacturers of crisp peanuts.
22. Built or formed.
23. Company (abbrev.)
25. Kind of fish.
26. To regret.
27. Personal pronoun.
28. Consumes food.
29. Place from which golfer starts playing each hole.

**DOWN**

1. What Planters prepares for your enjoyment.
2. To go in.
3. Animal kept as a favorite.
5. Capital of Latvia.
6. A color.
7. Pertaining to a certain time.
9. At a distance.
14. Particle used to show where.
15. Objective case of I.
16. Conjunction suggesting a choice.
17. Steamship (abbrev.)
18. From noon till midnight.
19. Louisiana (abbrev.)
20. In the Year of Our Lord.
21. Northeast (abbrev.)
23. Line of action.
24. Kind of poem.
25. Greek island.
27. What you wear on your head.

# SPORTS

## Dream Team

**O**KAY, folks, here it is — the super all-American football team of 1946, picked for you by hundreds of experts all over the country.

As you can see in the table, I took the six best all-American teams, laid 'em side by side and counted noses. The players who got the most votes in each position became my super team.

Six players were picked by everybody — Weldon Humble, Burr Baldwin, Johnny Lujack, Doc Blanchard, Glenn Davis, and Charlie Trippi.

For the first time in the 11 years I have been picking super teams for *Scholastic Magazines*, all the experts saw eye to eye on the backfield.

Just three of our 1945 choices repeated this year — Hubert Bechtol, Glenn Davis and Doc Blanchard. Four of our 1945 all-stars — Warren Amling, George Savitsky, Herman Wedemeyer and Bob Fenimore — couldn't make the grade in 1946.

While Amling and Savitsky picked up a few votes, neither Wedemeyer nor Fenimore won a single mention. It

Position	Associated Press	Collier's Grand'd Rice	United Press	Look Magazine	News Syndicate	Sat. Eve. Post Coaches Ass'n	Final Winners
End	Madar Michigan	Foldberg Army	Foldberg Army	Bechtol Texas	Bechtol Texas	Bechtol Texas	Bechtol Texas
Tackle	Huffman Tennessee	Huffman Tennessee	Amling Ohio State	Huffman Tennessee	Savitsky Penn	Huffman Tennessee	Huffman Tennessee
Guard	Agase Illinois	Mastrangelo Notre Dame	Agase Illinois	Amling Ohio State	Amling Ohio State	Agase Illinois	Agase Illinois
Center	Duke Ga. Tech	Duke Ga. Tech	Duke Ga. Tech	Strohmeier Notre Dame	Strohmeier Notre Dame	Duke Ga. Tech	Duke Ga. Tech
Guard	Humble Rice	Humble Rice	Humble Rice	Humble Rice	Humble Rice	Humble Rice	Humble Rice
Tackle	Connor Notre Dame	Connor Notre Dame	Connor Notre Dame	Savitsky Penn	Connor Notre Dame	Connor Notre Dame	Connor Notre Dame
End	Baldwin U. C. L. A.	Baldwin U. C. L. A.	Baldwin U. C. L. A.	Baldwin U. C. L. A.	Baldwin U. C. L. A.	Baldwin U. C. L. A.	Baldwin U. C. L. A.
Back	Lujack Notre Dame	Lujack Notre Dame	Lujack Notre Dame	Lujack Notre Dame	Lujack Notre Dame	Lujack Notre Dame	Lujack Notre Dame
Back	Davis Army	Davis Army	Davis Army	Davis Army	Davis Army	Davis Army	Davis Army
Back	Trippi Georgia	Trippi Georgia	Trippi Georgia	Trippi Georgia	Trippi Georgia	Trippi Georgia	Trippi Georgia
Back	Blanchard Army	Blanchard Army	Blanchard Army	Blanchard Army	Blanchard Army	Blanchard Army	Blanchard Army

wasn't because they played such bad football last season. It was just that Trippi and Lujack, both returned war veterans, were slightly sensational.

Army and Notre Dame, with two choices each, shared team honors. Since they owned the best teams in the land in 1946, that was to be expected.

U. C. L. A. and Georgia, however, were the only major teams to go through the season unbeaten and untied. The Cadets and the Fighting Irish spoiled each other's record by playing a scoreless tie.

Most experts agreed that Glenn Davis was the best player of the year, with his buddy, Doc Blanchard, just a shade behind. Last year it was just the re-

verse. Doc was the Big Noise and Glenn the Second Fiddle.

A lot of experts considered Charlie Trippi, Georgia's triple-threat back, the best of the lot. Called a "coach on the field" because he never made a mistake, Charlie passed, kicked and ran with strictly straight-A results.

Looking ahead to next year, you can bet on two things: One, Army, after three undefeated seasons, is likely to lose at least two games; and, two, Notre Dame is going to rate Class A.

How come? Simple — the Cadets will lose nine first-stringers through graduation. The Irish will lose only two, and they have an army of replacements.

— HERMAN L. MASIN, *Sports Editor*

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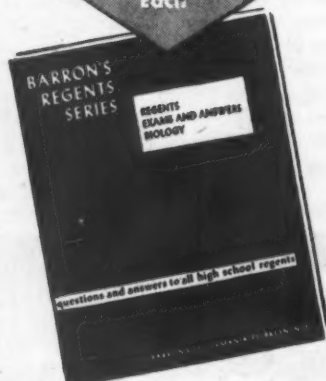
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# Meet the HUMAN ENCYCLOPEDIA

By Peter Finley

**W**OULD you spend six months and \$1,000 merely to learn who invented the first sewing-machine needle?

Or travel the length and breadth of the land tracking down origins of the first lunch wagon, the first autopsy, and thousands of other "firsts"?

New Yorker Joseph N. Kane did, and he's not one whit sorry.

Neither does he regret the night his curiosity got him arrested for trespassing a cemetery to verify a name on a headstone.

No, Joe Kane has no regrets, for his passionate yen for first facts about U. S. happenings, discoveries, and inventions is paying off somewhere in the neighborhood of 25 grand a year — and all because one evening, 20-odd years ago, he visited the Library of Congress.

A Washington correspondent at the time, Kane dropped in to look up little known, colorful stories about American inventors, to go into a book.

Joe, a Columbia University grad, found plenty of stories. But he also found scores of inconsistencies in names, dates, and origins. Here was recorded mention of incandescent lights in 1840, 39 years prior to Edison's practical electric lamp; elsewhere were descriptions of steamboats before Fulton's, typewriters antedating Remington's machine, telegraphs before Morse, etc.

Joe accepted his Library of Congress findings as a challenge, not a defeat. However, to get the information he wanted meant scouring the country. So he quit his Washington job, became a traveling salesman and for 10 years visited every city, town, and village he could. He called on historical societies, local newspapers, universities, libraries, courthouses, museums and hundreds of private homes.

Finally, Joe completed a 779-page manuscript, titled *Famous First Facts* and took it to 17 publishers. And always it came back with the same comment: too revolutionary and controversial; inventors, dates and events differ from currently accepted sources.

The 18th firm, the H. W. Wilson Co., decided to test the manuscript by sending it to 32 of the nation's largest libraries for appraisal and for checking of local items. Thirty-one rated it tops; the 32nd offered no praise, but ordered 20 copies.

Since then Kane has finished a second book, *More First Facts*, and is completing a third, compiling in all close to 700,000 items. His "firsts" have

been dramatized on many radio networks, and currently he's writing for the \$1,000-jackpot quiz show, *Break the Bank*.

His phone rings constantly. Researchers and script writers want to check items, firms consult him about origins of household gadgets, and last year Hollywood delayed a million-dollar production while the studio called him to learn the date of the first umbrella.

Once Kane presented Charles Whitehead, of Bridgeport, on the radio as the son of Gustave Whitehead, the first man to fly a heavier-than-air machine — two years and some months before the Wright Brothers. This claim flooded the station with indignant telegrams, letters of protest and phone calls, all labeling Joe completely "off the beam."

But he took care of the skeptics, though it cost him several hundred dollars to mail out thousands of photostat clips from Bridgeport papers and others which detailed the flight of August 14, 1901.

His toughest fact-finding assignment concerned another aeronautical item: who flew the first monoplane? For three years he searched through newspaper files and aviation records — in vain. Then one day while visiting his dentist, he walked right in on the actual living proof, the pilot himself — Dr. H. W. Walden, the dentist. The latter proved, via clippings and other records, that he had flown the first U. S. monoplane December 8, 1909.

About that \$1,000 and six months he spent hunting the identity of the inventor of the sewing-machine needle. His only clue came from an 1870 issue of the *Sewing Machine Times*, an ad offering needles by a Walter Hunt. Patent files gave no help, so Joe consulted 800 city directories, compiled a list of 5,000 Hunts, then wrote each of them. One hopeful reply sent him to Lowville, N. Y. An evening's reading of genealogical records proved fruitless. And it was that same night that he was arrested for prowling in a cemetery containing Hunt headstones.

Joe admits he doesn't know all the "firsts." For example, he's still seeking records of the first hoop skirt, crayons, toothpick, cigar-band, cigarette, cloth-bound book, blackboard, broom and doughnut.

Reprinted by courtesy of the New York Mirror.





### Oke-la-homa

**San Francisco.**—Radio Australia, reporting the disappearance of an important witness in the treason case of Maj. Charles Cousens, said today that Oklahoma may be in America.

"One of the chief crown witnesses, Capt. George Guysi, a United States Army Intelligence officer, is said to have checked out of the Hotel Australia in Sydney and left a forwarding address

of a place called Oklahoma, probably in the United States," the broadcast said.

The reason Radio Australia thinks Oklahoma may be in this country is because Capt. Guysi "came to Australia from the United States."

**Oklahoma City.**—Note to Radio Australia:

Hotel Australia may forward Capt. George Guysi's mail to Altus, Okla. (definitely in the United States).

Capt. Guysi and his wife are expected in Altus tomorrow to visit her parents.

United Press

### Relatively Speaking

A certain man was the most constant arguer in the community. Whatever anyone said he disagreed with it. But one day one of the loungers at the crossroads store, in the course of a meandering conversation, remarked: "I've heard tell that Cy Smith over at Boomtown was one of 19 sons."

The words no sooner said than the arguer laughed and sneered: "That's whar ye heard wrong, then," he said. "Twa'n't Cy Smith at all. 'Twas a brother o' his'n."

L. & N. Employee Magazine

### Looking Backward

A discharged GI, whose education had been interrupted by military service, enrolled at a university to finish his course. After being away for four years, he was finding it rather difficult to keep up with his subjects. One night, as he was trying to concentrate on his studies, he finally threw down his book and said: "Oh heck! The older I get, the less I think I know. I wish I was 17 again, when I knew everything."

Magazine Digest

### Embarrassing Moments

The timid soul had just begun to drive across an intersection when the light turned from green to red. He had no choice but to keep on going, but in a moment he heard the policeman's whistle and pulled over.

"Whatsamatter witcha?" shouted the cop gruffly. "You color blind? Or day-dreamin'?"

"But, officer—" began the man, who sat quaking in his seat.

"Don't 'but' me," said the policeman. "Tell it to the judge. I'm gonna write you a nice big ticket—er, ahem—say, buddy, can you lend me your pencil?"

Classmate

### Aimed to Please

"All very interesting," said Miss Gregory to the motor car salesman, "and now show me the deterioration, will you? I hear it is heavy on these cars."

"To tell the truth, lady," replied the supersalesman, "we found it a constant source of worry and had it removed altogether."

Woodmen of the World Magazine

### The SAGE of CATHAY Speaks:



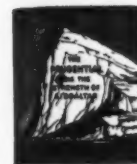
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# MAGNET MAN

*The Story of J. D. Seaver*



Much of Jack's boyhood was spent operating "industries," which he and some of his friends set up: collecting snakes, making pottery, taking pictures and developing them, and carrying out chemical experiments.



He attended school in Cohasset, Massachusetts. While going to college at M.I.T. he became very much interested in skiing and still spends many week-ends on ski trails of the White Mountains.

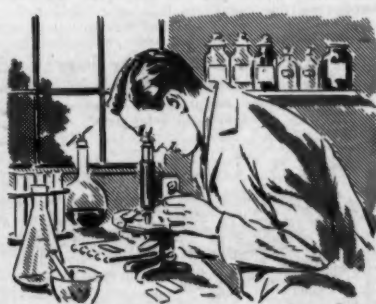
Graduating from M.I.T. in 1935 with a B.S. degree in metallurgy, Jack Seaver enrolled in the Test Course for engineers at General Electric. After spending some time in the Research Laboratory, he was transferred to the West Lynn Works' Laboratory where he began contributing to the metallurgy of permanent magnets.

Working with metals and alloys, Jack not only must know how to make them, but he must know how to combine them in designing new and superior types of electric and aircraft instruments. The magnets which he helps manufacture are used in the instruments, and for this reason Jack is interested in the application, design, and production of small electric apparatus.

His work has made possible the production of vectolite, comol, cunico, and cunife—new permanent-magnet alloys. He is still contributing much to what is already known about magnets—especially those which are lightweight. *General Electric Company, Schenectady, N. Y.*



He and his family now live in an old colonial house which was built in about 1700. This home in Marblehead has been redesigned and equipped with modern conveniences without destroying its colonial charm.



Coming to G.E., Jack earned the Coffin Award in 1940 for his contribution in developing techniques for the practical manufacture of permanent-magnet materials for watt-hour meter magnets.

GENERAL  ELECTRIC

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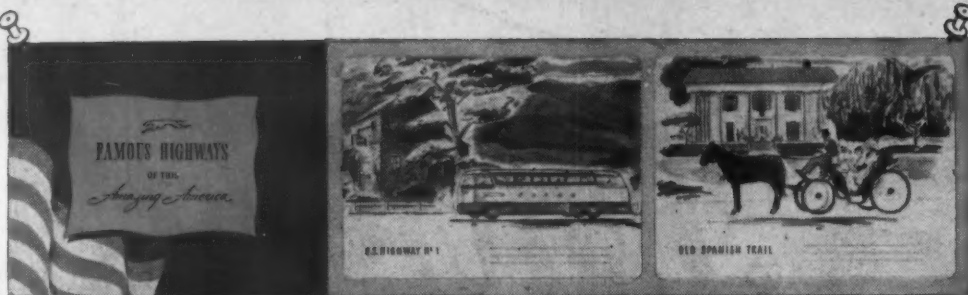
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# GREYHOUND



# Teaching Aids for PRACTICAL ENGLISH

BASED ON MATERIALS IN THIS ISSUE

## The Minutes Stand Approved (pp. 5, 6)

### AIMS

1. To learn the duties and requirements of a good secretary for any group organization.
2. To gain practice in taking notes and writing up the minutes of a meeting.

### SUGGESTED ACTIVITIES

Whether or not your students are prospective secretaries, all of them at some time or another may be called upon to make a report on a meeting—a school or church meeting, or some other public function. Give them the practice of writing up—in correct and formal fashion—some meeting which they will all attend.

If the student body is attending a regular Student Government meeting, have your class attend, armed with notebooks and pencils; have them take notes on activities, and bring to class the next day the minutes written up as a secretary should have them. Read two or three to the class and let the class judge them and discuss the omissions or corrections to be made.

If no school activity offers this opportunity, turn one of your class periods into a meeting. Especially good for this type of class period would be a lecture on a literary subject, a lesson on library techniques or public speaking, or book reports.

Appoint two students—one to act as secretary, the other as student chairman, but make each student a secretary in that he is to take notes and write the minutes of the meeting. Have the student chairman open the class meeting, the secretary call the roll; have a discussion of the previous day's work (old business), and then have the chairman introduce you as a speaker. Proceed with the day's lesson, leaving enough time for the student chairman to close the "meeting" officially.

Your assignment will be for all of your secretaries to write the minutes of the day's meeting. (You might excuse the acting secretary and chairman from this assignment as they will probably have to make some preparation with you for the class period.)

This article provides also valuable practice in writing certain kinds of letters. Perhaps your class of secretaries might well spend a second class period writing letters.

Lastly, don't miss the opportunity of further discussing the personality and characteristic traits of good workers and leaders.

## Shop Talk (p. 12)

### SUGGESTED ACTIVITY

While on the subject of meetings, student government, and writing minutes, you might well dwell again on the rules of parliamentary procedure. This week's "Shop Talk" brings to mind many of the common phrases accepted as correct in public business meetings. Make the opportunity for putting them into practice. If, as suggested in the teacher's lesson plan for "The Minutes Stand Approved"

you have turned one class period into a meeting, you have already given them some practice which you might continue for several days with a different chairman and secretary for each class period. However, this would be a false situation for making motions and putting things to a vote. Consequently, you may want to spend a few minutes at the beginning of the period discussing such controversial subjects as whether or not school dances should end at 11:00 p. m. or whether dues should be collected by the Student Government. Subjects should deal with the life of the school so that they have a realistic meaning and contribute to the life of the student as a school citizen.

## Make a Note of It (p. 8)

### AIMS

1. To review the essential points in taking notes that are clear, concise, and, above all, usable.
2. To gain further practice in making outlines of essential materials.

### SUGGESTED ACTIVITIES

Make sure that your students can construct an outline competently before you have them make their own outlines. To test their ability, put the framework of an outline and the disorganized list of facts below on the blackboard. Have them fit the facts into the correct places in the outline form.

### THE DRAMATIC CLUB

#### I. Purposes of the Club.

- A.
- B.
- C.

#### II. Requirements for Membership

- A.
- B.

#### III. Activities of the Club

- A.
  - 1.
  - 2.
  - 3.
  - 4.
- B.
  - 1.
  - 2.

### THE DRAMATIC CLUB

Practice in acting short scenes  
 Requirements for membership  
 To learn acting techniques  
 Weekly meetings  
 One three-act play given yearly for general public  
 To learn production techniques  
 Completion of one year of high school English  
 To prepare programs for public performance  
 Purposes of the club  
 Public performances

Presentation of a 3-minute skit before officers of the club  
Activities of the club

Rehearsals for public performance

Two one-act plays given yearly in school assembly

Lectures by invited speakers and director to learn production techniques

Discussions of acting and production techniques

Correlate this lesson with the work of taking notes on a meeting and writing up the minutes. Perhaps by making an outline or taking notes of the material in "The Minutes Stand Approved" the students could not only get practice in making an outline but also digest the facts.

Note-making for research with the use of file cards is used much less often than the regular note taking of class material, but the students should become acquainted with this valuable method. Probably your year's plan includes at least one research theme, so make sure your students are able to collect and file their material successfully.

### Student Government Secretary (p. 7)

Whenever you are able to stimulate an interest in the workings of the particular form of student government in your school, you are helping to make better leaders and citizens of your pupils. This article fits in well with "The Minutes Stand Approved" — especially if they have written up minutes of a student government meeting.

A discussion of this interview with Howard Glickstein might lead to suggestions for the more effective working of your own student government and make each participating member more aware of the possibilities of achieving worthy objectives. If your discussion brings out any stimulating ideas, you might appoint a "secretary" to hand them over to a Student Government officer for consideration.

### It Could Happen to You (p. 9)

#### AIM

To continue the critical analysis of films by judging them from the standpoint of their relationship to the situations, real characters, and accurate settings.

#### SUGGESTED ACTIVITY

Adolescents probably spend a good share of their time in the world of escape and daydreams. A majority are apt to feed themselves on comic books, pulp magazines, and glamorized Hollywood productions. False standards can often be replaced by true ones in classroom discussions.

Sad but true is the fact that few of our American movies are presented realistically, so your discussion may tend to be on the negative side. However, some basis can be laid for recognizing what is sound presentation and what is the fluff of Hollywood glamor.

Divide your discussion into three parts — realism in the situations presented, characters, and settings — and consider each separately.

#### I. Realism in life situations

List three or four movies which seem to deal with everyday situations. (*The Yearling*, *Best Years of Our Lives*, *Our Vines Have Tender Grapes*.) List an equal number of films (avoid those released as fantasies or pure entertainment) which fail to show a true life situation. (*Holiday in Mexico*, *White Tie and Tails*, *Adventure*.) Give your students a few moments to

choose one film on either side, jot down notes in defense of their judgment, and prepare a brief talk. Lead the ensuing discussion to a consideration of how much more stimulating and fascinating are those movies which deal with life as it is, rather than life as we may dream about its being.

#### II. Realism in characters

Fortunately, Hollywood is somewhat more faithful in the presentation of characters than situations, so your students will have little difficulty in listing many realistic characters. (*Sister Kenny*, Wyatt Earp in *My Darling Clementine*, Ernie Pyle in *The Story of GI Joe*.) What makes the characters seem real? Discuss mannerisms, speech, costumes, and relationships to other characters. Are they more or less convincing than such characters as "Gilda, Dick Tracy, or Martha Ivers"? Why or why not? What suggestions could be made for making any of the characters discussed more realistic?

#### III. Realism in settings

Here again Hollywood adds the plush unreality. List as many pictures with realistic settings as your students can recall. What particular details make a setting realistic? What settings have you seen which were not consistent with the story and character presented? How should they have been changed?

Naturally, your students' criticisms of the moment won't affect Hollywood productions, but your students may go to the movies with their eyes open and with a greater sense of good taste and critical judgment.

### Answers to "Who? Which? What?" (p. 12)

*The Minutes Stand Approved*: (1) Time and place of meeting; (2) names of presiding officer and secretary; (3) reading of previous meeting's minutes; (4) who made motion?; (5) was motion carried?; (6) names of those appointed to committee; (7) note of motion to adjourn; (8) "respectfully submitted."

*Sign Language*: Use a comma: (1) after "After all"; (2) before and after "believe it or not"; (3) after "to be brief"; (4) before and after "you'll see."

*Make a Note of It*: II. Natural Resources. A. Forests: 1. over 500 million acres marketable timber; 2. over 80 million acres, parks, and reserves. B. Minerals: 1. leads world in nickel, asbestos, platinum, radium; 2. ranks second in uranium, mercury, molybdenum. C. Fisheries: 1. among most valuable in world; 2. 3/5 of catch exported annually, chiefly to U. S.

*Catch that Phobia*: 1-c, 2-b, 3-b.

## COMING NEXT WEEK

January 20, 1947

Directions, Please — The "rights" and "wrongs" of giving and taking directions; sample situations and dialogue.

How to Take a Test (or Exam).

Letter Perfect — Contest winners; announcement of next contest.

What's the Usage? — Lie or lay?

Interview with Elsie Stark, nationally-known home economist.

Learn to Think Straight — Testing reasons.

Also Shop Talk, Slim Syntax, Quiz. Boy dates Girl, Short Story, Movie Reviews, etc.



## at our corner

Our annual thrill arrived. It is also in your mailbox. Or will be soon. We re-

fer, of course, to the Ingersoll Art Calendar. It reproduces in practically exact color 12 of the best high school student paintings from the 1946 Scholastic Art Awards.

We were delighted to meet so many friends (178, to be exact) at the annual Scholastic Thanksgiving party held in Atlantic City's Claridge Hotel on the opening day of the National Council of English Teachers meeting.

At one table were five chairmen of regional Scholastic Writing Awards programs; Merrill P. Paine, Newark; Ellen M. Geyer, Pittsburgh; A. L. Hegener, Detroit; Mrs. Elizabeth Drake, Binghamton, N. Y.; Dana O. Jensen,

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St. Louis. All agreed that the regional program will give teachers much needed recognition as well as students.

We are red-faced over the omission of the Southern Michigan regional writing awards sponsored by the *Detroit News* from our December list. Excuse it, please!

If you have a copy of *Young Voices* (Harper and Bros.) you are lucky. It is a collector's item. The entire first and only edition of this 25 year collection of student writing receiving Scholastic Awards has been sold.

Scholastic has grown so that it takes us 24 pages to tell who and what we are. We call it *Windows on a World in the Making*. It tells about our nine magazines, five awards programs, editorial credo, and bookshop services. If you don't have a copy, write us. It's free.

"My Ideal Teacher," proposed as a writing subject for students in our "Jam Session" department brought more than 1,500 student papers: One teacher, when sending in papers, wrote, "It certainly was an eye opener for me." You will find a few of these "eye openers" in the issues of Jan. 20 and Feb. 3.

## Special offer to non-subscribers

*Try this magazine with your classes—discover its interest, value, and assistance when each pupil has a copy! Send for a free sample bundle now—no strings, no obligation. Hurry the coupon back—second term is about to begin!*

SCHOLASTIC MAGAZINES, 220 E. 42nd St., New York 17, N. Y.

Please send me 35 copies of one issue of the magazine checked. There is to be no charge, no obligation. I will try them with my classes and let you know how many subscriptions are desired.

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# The Capsule News

VOLUME 1, NO. 1

JANUARY, 1947

## Average Salary Nears \$2,000

### Citizen Group Will Present Teacher Facts to Nation

NEA Research Dept. finds that the 1946-47 average annual teacher salary crawled up nearly to \$2,000.

Washington State, with timber income earmarked for schools, boasts best record; only 5 per cent of teachers under \$2,000. (California, with new \$2,400 minimum law moves into Washington's class.—Editor).

States estimated to have 75 per cent or more teachers below \$2,000 mark are: Ark., Ga., Idaho, Ky., Miss., Nebr., N. C., N. D., Okla., S. C., S. D., Tenn., Vt., W. Va.

NEA puts emergency certificates at 109,000; unfilled positions at 75,000.

Bright spot: new schedules in large cities with maximums between \$5,000 and \$6,000.

A new citizen group will hammer home these and other facts. Thomas C. Boushall, chairman, Citizens Federal Committee, announces it will sponsor reports to the nation of "the critical condition of the teaching profession."

**Editor's Note:** This committee advises U. S. Office of Education. Includes top officials of major business, labor, farm and religious groups such as CIO, AFL, Farm Bureau, American Legion, Grange, and U. S. Chamber of Commerce. Reports will probably take the form of network radio programs.

## VET FEDERAL AID ON GRAND SCALE

Washington: Federal expenditure for veteran education at colleges and universities costs between \$1,500,000,000 and \$2,000,000,000 says Budget Bureau. This is more than half all U. S. expenditures for public schools.

Veteran attendance (1,073,000) swells U. S. college enrollment to 2,062,000, says U. S. Office of Education. Enrollment of women (667,000) has also hit a new high point.

## Is Maison UNESCO Big Enough for East and West? Soviet Bloc Dubious

PARIS: UNESCO will go forward with or without the Soviet bloc. Its next general session may be in Mexico City. Budget for the first year is \$6,900,000. Many projects affecting education, libraries and other fields will be pushed at once.

These decisions mark deliberations of 28 nations meeting at Maison UNESCO. Sharing talks are 14 more delegations whose nations have yet to ratify UNESCO's constitution.

Maison UNESCO is big enough to house any ideologies, said director-general Julian Huxley. But M. Ribnikar, Yugoslav, demurred. "No one can contest that in the history of humanity all progress has been tied to materialist thought," he said, rejecting what he called

"a kind of cultural Esperanto."

Among UNESCO projects important to education are: A 1947 conference on teaching of national history. At least two pilot youth reconstruction camps.

Inauguration of an international education yearbook.

An international news' letter.

Founding of a world bibliographical and library center.

World clearing house for publications.

Restocking of devastated libraries.

International summer courses in music.

World-wide drive against illiteracy.

Teacher seminar in 1947 on fostering international understanding.

## TEXAS TEACHER WINS \$10,000 NOVEL PRIZE

Loula Erdman, English teacher at Amarillo High School for 20 years, won the Dodd-Mead and Redbook \$10,000 prize for her novel, *The Years of the Locust*.

For data on five scholarship competitions open to high school seniors showing aptitude in science, engineering and farm management write for Scholarships by Westinghouse, School Service Dept., Westinghouse Electric Corporation, 306 Fourth Ave., Box 1017, Pittsburgh 30, Pa.

Aptitude tests for the Pepsi Cola scholarships will be held Feb. 14. Winners of 121 scholarships and more than 600 certificates of merit will be announced in April.

### Assigns Theme

PLAINFIELD, N. J.: Walter Correll, Westfield High School student, came before Police Judge Henry W. Clement on an auto speeding charge. Walter's sentence: write a 600-word essay on hazards of speeding; a 200-word commentary on the pamphlet, *Sudden Death*; give up driver's license for a month.

### WASHINGTON:

Census Bureau estimates 24,000,000 age 6-17 attend school this year. Prediction for 1950; 26,000,000.

M. G. Reid in *Marriage and Family Living* reports rise of married women gainfully employed from 13.9 in 1890 to 35.5 in 1940.

### To House the First National High School Industrial Arts Fair



The city of Chicago's big Museum of Science and Industry, world's number one museum of its kind, will display winning Scholastic Industrial Arts Awards projects Aug. 17-

Sept. 7. Over 450 examples of best work in wood, metals, drawing, printing and model making will go on view. Deadline for receipt of projects for judging is June 1.

## FEDERAL AID IN GOP LAP

### Education Looks to Taft as 80th Congress Assembles

WASHINGTON: What will the new Republican controlled 80th Congress do about education? Will it vote Federal aid? Universal military training?

Key to these questions is Sen. Robert A. Taft, GOP leader on domestic affairs. Taft put his name on last session's bi-partisan Thomas-Hill-Smith-Taft aid bill. This would assure aid up to \$40 per child per year to states with low tax resources. Taft becomes chairman of the key Education and Labor Committee.

NEA will probably go along on Taft plan, glad to have principle accepted; unhappy over the \$40 pittance.

AFT likes the Murray omnibus bill (see Sept. 23, *SCHOLASTIC TEACHER*). Its prospects appear dim.

Other Capitol questions: Who will head the combined new Education and Labor Committee in the House reorganization plan? Will it be more hospitable to public education than the old Education Committee?

Will Rep. R. W. Guinn (R., N. Y.) carry out his threatened investigation of the U. S. Office of Education?

Who will get the \$10,000 job as expert consultant to Congress on education?

Review of the entire Federal-aid pattern by the 80th Congress seems likely. The Council of State Governments conference at Miami Beach asked for it.

### PERSONALS:

UNESCO elected Julian Huxley as director general for two years.

Harry V. Gilson succeeds George M. Wiley, retired, as New York State associate commissioner of education. Mr. Gilson was Maine's commissioner of education.

Florence Fallgatter, Iowa State College, new president, American Vocational Association, is first woman elected to this position.

**How to Increase Your Enjoyment of the \$15,000 Performance ABC Brings You Gratis**

# Your Box at the Opera

**F**IVE teachers we know have a special way of enjoying winter Saturday afternoons. In a comfortable apartment they place a cup on a coffee table. Unfilled. Then they tune the radio to an ABC station. Anyone who speaks while the opera is on must put 10 cents into the cup. Penalty dimes help pay for refreshments.

Opera is like oysters. Either you love it or you can't stand it. This article is about opera. If you don't like opera kindly turn to the next page.

For those left in our audience we have some suggestions on how to increase your enjoyment of opera broadcasts. These come from a source best qualified to give suggestions: the Metropolitan Opera Guild.

Here they are — with No. 1 the way to get most from your opera listening.

1. Play or sing through the chief arias of the scheduled opera. If this suggestion sets you back on your heels let us hasten to add that whole groups of teachers and high school students in and around New York do just that. Lilla Belle Pitts, professor of music education, Teachers College, Columbia University, has had good success with *Opera Sings*. *Opera News* issued by the Metropolitan Opera Guild each week directs you to books that give words, both in English and the opera language, with music simplified for piano.

2. Follow the score as you listen to the opera. This assumes ability to read music. With a little practice you can learn to follow a score. Scores of most operas are in print. Borrow them from a library if you don't want to buy them.

3. Follow the libretto. The Guild supplies these to members at cost.

4. Know the story of the opera. *Opera News* each week brings you a condensed version.

5. Familiarize yourself with a few of the major arias.



**They stand in the cold to buy tickets — all you do is click on your radio.**



**Genial Host Milton Cross**

*Opera News* lists records available; also books which have the aria themes.

6. Know something about the historic background of the opera, its composer and its reception. Again, a good source is *Opera News* and books.

To this list we add No. 7; attend opera. Preferably, the Metropolitan Grand Opera. Once you have seen the great gold curtain unveil the stage, you can add that mental vision to your radio. If you can't get to New York perhaps you can hear the company on tour. Or you can hear the San Francisco or Chicago or one of the traveling companies.

Since we refer to the Guild and *Opera News* so frequently you will want to know more about both. The Metropolitan Opera Guild Inc., is 11 years old. Mrs. August Belmont sponsored it "to broaden the base of interest and responsibility in the future of grand opera."

To introduce youth to opera the Guild subsidizes certain performances. This year many thousands of high school boys and girls in and near New York will attend one or more of five performances on tickets cut to youth size pocketbooks.

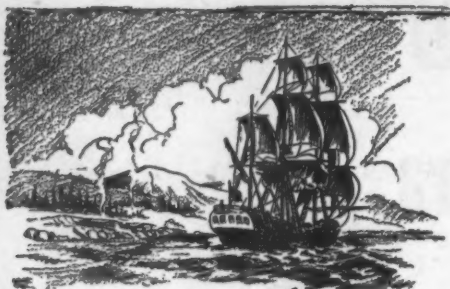
The American Broadcasting Company broadcasts the opera under Texas Company sponsorship over more than 200 stations.

To aid listeners in their enjoyment of opera the Guild publishes *Opera News*, a 36-page illustrated, weekly magazine. At 11 o'clock every Tuesday Mrs. John Dewitt Peltz, editor, receives a telephone call telling her the opera to be broadcast on the Saturday two weeks hence. She and her staff get into action. Fast!

In subscribers' hands before the opera goes on the air is an *Opera News* issue that includes these features: cast, story of the opera, history of the opera, settings, costumes, recordings, books about the opera and themes of chief arias. It is a handbook to opera pleasure.

Last year 30,000 subscribers received *Opera News*. The circle of interest broadens constantly. The Metropolitan Opera Guild works for the day when opera—not just the Metropolitan Grand Opera, but opera—will be as popular and as familiar to Americans as today's symphony orchestra.

If you want a taste of grand opera, or if you want to increase your satisfaction in listening to opera the Guild is the agency to help you. Just write to the Metropolitan Opera Guild, 645 Madison Ave., New York 21, N. Y. Ask for information on their services to members. Tell them SCHOLASTIC TEACHER suggested that you write.



# Boston Memo for N. Y. Times

American History Spotlighted  
at National Council of Social Studies Meeting

ECHOES of the *New York Times* American history quiz of 1942, the tragedy of World War II, Pilgrim musket shots, and the atomic bomb reverberated through the 26th annual meeting of the National Council for the Social Studies held at Boston Nov. 28-30.

On the American history issue there were two statements: A professional historian pointed up the bad results of trying to legislate history into the course of study. A Yearbook spokesman summarizing from the about-to-be-born 17th volume gave the social studies teachers' response to the charges of the *Times* and other patriots.

The historian, S. K. Stevens, state historian, Pennsylvania Historical and Museum Commission, said this:

"There are several weaknesses apparent in the mandated course in Pennsylvania history as now presented . . . it has been a writing down of American history to the state level.

Dr. Stevens then reported a practical plan to infuse vigor into history instruction through explorations into local history.

"There is always a local story which parallels in most particulars the national trend," said Dr. Stevens. "For example, in any unit dealing with the political history of the nation, Jacksonian democracy should be related to what happened in the particular state in terms of this political trend. Was there a new state constitution written during the Jacksonian era? When did free public education come into being in your state? Did it relate to the social democracy of the Jacksonian era?"

## What Yearbook Will Say

Forecasting what members will find in the Yearbook on *The Study and Teaching of American History*, Richard E. Thorsfield listed these emphases:

(1) The necessity of retaining American History as a separate school subject because of the value of its unique contributions.

(2) The necessity for realistic American history and the development through such history of "the loyalty of reasoned affections."

(3) The opportunities for developing critical thinking through the teaching of American history.

(4) The chances for building democratic attitudes through teaching of American history.

(5) Emphasis upon a broader conception of American history in the schools.

(6) Emphasis upon the importance of knowledge and understanding of subject matter for both teachers and students

(7) The need for placing stress upon the history of the United States in its world setting.

(8) The importance of a planned program of vertical articulation in the teaching of American history.

(9) The necessity for generous provision of library resources and other materials such as audio-visual equipment.

(10) Attention to reading as an essential element in the teaching of American history.

(11) Emphasis upon evaluation procedures for testing outcomes in understandings, skills, abilities, and attitudes.

(12) The importance of qualified teachers.

(13) Specific suggestions for improvement of the teaching of American history.

(14) Many suggestions or next steps for further studies toward the improvement of the teaching of American history.

(15) Emphasis upon the high professional qualifications necessary in teachers of American history.

## Proposes Year Internship

Howard R. Anderson, the recently appointed U. S. Office of Education specialist on social studies, proposed a new approach to teacher training. He wants to delay the prospective teacher's required education courses until he has had a year of apprentice teaching.

More than 300 conventioners on Thanksgiving Day saw the reenactment in Plymouth of the Pilgrims' walk to the church. In the evening they witnessed a *Town Meeting of the Air* broadcast on "How Should Food Be Distributed After UNRRA Expires." Speakers were Fiorello LaGuardia and Col. Tyler Wood.

Officers elected for 1947 are: president, W. Linwood Chase, Boston University; first vice president, Francis English, University of Missouri. Board of directors: Ann B. Peck, High School, University of Kentucky; Hazel Phillips, Argo Township High School, Argo, Ill.; Harold M. Long, Glenn Falls, N. Y.; George R. Reavis, assistant superintendent, Cincinnati, O.; Edgar F. Wesley, University of Minnesota; Harry E. Bard, Baltimore, Md.



DOROTHY C. FISHER

Mrs. Dorothy Canfield Fisher at the Social Studies meeting:

"Since in modern times husband and children are out of the home most of the time, concentration on them means actually concentration on other things—the electric egg-beater, vacuum cleaner and the washing machine. To exhort the women to stay in the home today is to order them to stay in a vacuum, away from the work they always have done."



# They are FOR you!

**T**HE current crisis in education makes you think of an old time melodrama come true. Our heroine, the beautiful teacher, shrieks, "HELP, HELP!" Each hour the buzz saw of inflation comes nearer and nearer. Old Skinflint Pinchpenny, the villain, remains hard-hearted. Does no one hear the poor girl's cries?

Sister, the sound of galloping you hear is, indeed, coming your way. But it is *not* the board of education. On the first horse rides our national magazines—a hot blooded hero composite of the dashing character of *Look*, *Life*, *Collier's*, *SEP*, *Reader's Digest*, *Ladies' Home Journal*, and *Coronet*. Hard behind rides another rescuer composite even more notable—the U. S. Chamber of Commerce, National Association of Manufacturers, the AFL, CIO, the American Bankers Association and other great national organizations.

Although these heroes may lack the power to rend the financial bonds binding our heroine to the buzz saw it is comforting to know she has friends who spur to her side.

Seriously, educators have reason to be most thankful for the national concern for the teacher crisis. Not since World War I and its aftermath has the editorial welcome mat rolled out so generously to education. Not since then have national organizations put education so high on their resolution list. Together national magazines and organizations create a new climate of opinion leading to higher salaries and better working conditions.

Following is *Scholastic Teacher's* summary of the national magazine drive to awaken the public. (A summary of organization support will appear very soon.)

## LOOK

Seven feature articles, abundantly illustrated, have appeared since May 28, 1946. *Look* has looked deeply and intelligently into the ills that sap American education's strength. In May it led off with quotes from lay leaders on "The Failure of American Education." On June 11 came "Bungling in Boston Leads to Revolt" in which *Look* hastened to add that Boston's political mishandling of schools was symptomatic of other big cities. "One Room Fraud," in July 9, pricked the public's nostalgic dream of the little red school house. "Grass Roots School Board" puts its finger on the real villain of the piece—inefficient, unresponsive, provincial-minded school boards.

Just before the election *Look* asked eight top political

## EDITORS LIKE LETTERS

At a recent teacher meeting the chairman said: "You have all seen what the national magazines are doing to help teachers. How many here wrote to any editor expressing appreciation?"

Three hands went up.

*Scholastic Teacher* repeats that question to its nationwide teacher audience. How many hands?

One good way to win support for education is to give a lift to education's uplifters. Editors like to receive letters. How about sending a cheer to editors of these journals? Urge them to keep up the good work.

## National Magazines Ride to the Rescue of Teachers in Distress

figures to state their position on education (See neighboring column). Then as recently as Nov. 26 appeared "Are You on the Right Road to Success," a fine build up for sound guidance and testing programs. This article not only backs guidance but creates a demand by citizens for guidance service from their schools.

## COLLIER'S

Also alarmed at the education crisis, *Collier's* embarked on a sustained editorial campaign. Its opening gun, "Our Schools Are a Scandal," Apr. 13, brought in more mail than any recent *Collier's* article. Kyle Crichton, staff writer, hammered home the stark facts of the draft: "1,704,000 men fell short of the Army's minimum standards of a fourth grade education!" In the August 24 *Collier's* Elizabeth Irwin, a teacher who pried open an Oklahoma scandal that sent the board president and several members to jail, told "Why Teachers Quit School." She protested against the nonsensical rules on smoking, dancing, and no leg make-up.

Having "viewed with alarm," *Collier's* then asked Hiram Haydn to tell how New Castle, Indiana, citizens built up a top-notch school system. This appeared October 26, entitled "The Kids Come First." Reprints were widely distributed.

## LIFE

Education is a standard element of the *Life* editorial formula. On October 28 it spoke out editorially on "Teacher Troubles": "Teaching has become one of the poorest paid professions. The national average . . . was \$1,786, or less than a normally bright boy or girl leaving high school could earn as a government clerk. . . . The average school board's ideal teacher seemed to be an ageless, sexless individual, prim in habits, sparing of opinions, innocuous in politics, who could exist on a minimum of food, clothing and other physical comforts." *Life* concluded with a plea, "We have got to take the rubber bands off our wallets and do something handsome for our teachers."

## CORONET

In its October issue *Coronet* came through with a strong plea and practical suggestions by a parent. "The cost even of doubling the salary of every teacher in our town," wrote Charles Harris in "Stop Cheating Your Children," "would be an infinitesimal burden when divided among all us taxpayers." He called for a "nationwide minimum starting salary for young teachers of, say, \$2,400 a year."

## SATURDAY EVENING POST

Joining the procession a bit late *SEP* came through on November 9 with "I'm Through With Teaching" by Lois MacFarland, an ex-New Jersey teacher, written with the aid

(Concluded on page 10-T)



Teachers take turns at cooking. It's fun when you have modern equipment.



The Simsbury Board of Education furnished this house for four teachers.

## Simsbury Teachers Can Live Here

**S**IMSBURY is one of those picture book Connecticut towns — friendly old New England houses looking as if they had been painted white just yesterday, green shutters, well trimmed broad lawns. Pleasant as life can be in Simsbury, the town, like every other U. S. town, wondered how to hold its teachers. Good housing seemed one way of holding good teachers.

"Within dinner-bell distance of the high and elementary

schools in Simsbury," reports the *Hartford Courant Magazine*, "four of the town's teachers now live in comfort and at reasonable expense with nary a housing worry to mar their contentment, thanks to the assistance of a progressive and helpful Board of Education. To solve the teachers' double problem of finding housing within the range of moderate incomes, the Simsbury Board recently acquired a two-story house just north of the high school and furnished it completely from coat hangers to refrigerators. There are no restrictions and none is necessary. The young women share the duties of cooking and housework, entertain visitors of their own choosing and think that their quarters are simply wonderful. They think that the way the Simsbury Board has solved their housing problem may serve as incentive to others."

### They Are FOR You

(Concluded from page 9-T)

of David G. Wittels. Mr. Wittels threaded many national crisis facts on the grim story of Miss MacFarland.

### READER'S DIGEST

This magazine appeared early in the lists (Oct., 1945) with "Teachers' Pay—a National Disgrace," by staff writer Robert Littell. This had a stimulating effect and probably stirred other magazines to action.

### LADIES' HOME JOURNAL

Three clarion calls have recently appeared in this magazine: "Still Proud to Be a Teacher" (June), "Who Will Teach Your Child?" (July), and a lead editorial in November on "Your Child Needs Better Teachers."

The *Farm Journal* in September and *Survey Graphic* in July also took up cudgels for better teacher salaries.

*Scholastic Teacher*, as all our readers know, speaks up for better teacher salaries and working conditions every

month. If we have missed any names on the editorial roster, we apologize in advance.

In this wave of support for teachers two rocky facts project:

First, these magazine features rest on facts gathered and analyzed by the National Education Association, the U. S. Office of Education, and other agencies. We know that many writers journeyed to Washington for their data. Remember this with gratitude when you pay your dues and when you ask your Congressman to support the U. S. Office of Education.

Secondly, wherever there is so much editorial smoke there is a real fire. In this case the fire is the growing concern of the public and thoughtful leaders about the school crisis. Since 1919 educators have warned that the outmoded tax base would bring disaster. Now disaster is here. More than 350,000 teachers have left the profession in five years. Young people avoid teaching like the plague.

We can take wry comfort that at last, just as we are becoming hoarse and discouraged, someone listens.

Great magazines do not run articles to please themselves. Our cries of "Fire, Fire" have brought a crowd and volunteer rescuers. They still haven't brought the fire department.

# Non-Minks at Atlantic City

**A** BRIGHT Thanksgiving sun warmed the winter sands. Breakers curled and crashed. Mink coats strolled the boardwalk. Inside Atlantic City's Convention Hall many earnest non-mink teachers considered how to improve English instruction.

For a record attendance of non-minks President Helene Hartley of the National Council of Teachers of English spread one of the richest Thanksgiving convention menus in the organization's history. On Friday the convention-goer could either sit or flit. There were 17 sectional meetings. Subjects ranged from "Language Study and Communication" to "Does Reading Tire You?" Speech, radio, periodicals, drama, films, and writing played on their special stages.

It was a case of planned abundance. "We have brought together," said Dr. Hartley, "the best thought available, representing not one point of view with respect to the theme (English for These Times), but diversity of reasoning."

To your *Scholastic Teacher* reporter the "diversity" spoke loudly of the revolution now going forward under the deceptively prim banner of "English." Grammar, for example, took quite a beating. So did English-English literature.

The tide of attention to English as a key "communication art" rises steadily. Many speakers asked that English instruction give boys and girls the skills and understanding to survive. "So insistent has this demand become," warned Dr. Hartley, "that any part of the curriculum of school or college that can not clearly show its contribution to some immediate phase of current living tends to be pushed from the center into the fringe of academic attention."

## Three Year Study Outlined

That English teachers do not propose to be caught napping became clear in Dora V. Smith's progress report on the three year study by the Council's Commission on the English Curriculum. Dr. Smith told how the Commission will seek what English instruction can do to fit youth for four communication skills: reading and literature, speaking, listening, and writing.

"The Purpose of the Commission," said Dr. Smith, "is not to lay out a series of exercises to be done or of topics to be covered, but to discover the kinds of experience and kinds of school environment which make possible the growth of children and young people in thought and expression. Courses will be scrutinized to determine how many of the classics commonly taught really have a message for young people today. Perspective on the current scene is that aim rather than storing up knowledge about the past . . . The American heritage will loom large . . . At the same time, intercultural understanding will be promoted through much greater use of the literatures of other nations."

Writing and speaking came in for emphasis. Prof. Amanda Ellis, reporting on the three-year Articulation Committee study said, "There is a profound conviction of administrators, high school teachers, and college professors that students today do not speak understandingly or write well."

## High Points of the 36th Annual Meeting of the National Council of Teachers of English

To remedy this fault the newly elected Council president, Porter G. Perrin, Colgate University, suggested: "Our goals are set by the purposes and types found in actual speaking and writing situations. People write letters, argue with their friends, discuss specific proposals for action or the relative importance of different ideas in committees or other groups, make talks on various occasions, write editorials, informational articles, reviews and so on. Some of these things our pupils and students have to do in actual situations, in their courses and in their school life, and so are suitable fields for our practice. The papers we ask them to write should be types really found in periodicals or needed in carrying on private or public affairs."

Dr. Perrin asked the teacher to think of his role not as "audience or reader but that of chairman or editor . . . The ingenuity of the editor in uncovering unsuspected material and bringing it to the attention of others is his chief satisfaction."

## Two Exhibits Popular

Two exhibits beckoned to convention-goers. On the main floor publishers, magazines, visual aid producers and the National Council itself showed their varied wares. On the meeting floor above Marion S. Walker, Nutley, N. J., assembled an Educational Exhibit. This includes such varied items as: materials on atomic energy for high school study and teaching materials to promote understanding from the Conference of Christians and Jews, the Bureau of Intercultural Education and the East and West Association. Student work from Bloomfield and Montclair, New Jersey, schools and books on Soviet-American friendship attracted attention. Scholastic Awards supplied charts showing the processes in handling and criticizing manuscripts submitted by students.

Officers elected were: president, Porter G. Perrin, Colgate University; first vice-president, Thomas C. Pollock, New York University; second vice-president, Harlen M. Adams, Stanford University; secretary, W. Wilbur Hatfield, Chicago.

At the Saturday luncheon attended by more than 450 members Max Herzberg, chairman of the radio committee, gave the Council's two radio awards: one to the Columbia Broadcasting System for its presentation of *Richard III* with Laurence Olivier for its help "with our work in teaching and writing"; the other to *Town Meeting of the Air* for its value "to speaking and listening."

Spurred by the Articulation Committee report the Executive Committee adopted this resolution: That the National Council of Teachers of English use its influence to reduce the teaching load of English teachers and recommend that the Executive Committee appoint a special committee to study further all aspects of the problem of teaching load and report their findings with recommendations at the annual meeting next year.



**C**ONVENTIONS are not as peaceful as they look. Few would suspect that the little man with thick glasses reading a paper packed a lethal weapon. Yet his words can be bombs. They can explode at greater depth and with wider explosive force in our society than any "ash can" unleashed by a U. S. Navy subchaser.

Your *Scholastic Teacher* reporter at Atlantic City, aided by the able National Council of English Teachers press service, spotted a few well rounded objects as the convention swept by under full steam. Whether these objects are bombs or eggs we leave you, dear reader, to judge.

### What Students Don't Like

Some findings of a 12 year study of 50,000 pupils taught by 625 teachers: "In common practice a high percentage of the titles (of literary selections) provided for class study are in groupings definitely obnoxious to secondary school students. By actual investigation and tabulation such materials constitute more than 50 percent. . . . To the question, 'Are there boys' books and girls' books?' the answer is clear. There are. . . . It will probably be no surprise when I tell you that our study of several hundred poems shows that in comparison with novels, short stories, biographies, and plays, poetry as a whole is not well liked. . . . The tabulation shows the novel in top position followed in rank order by the play, the short story, biography, essay, poetry, the letter, and last, the speech."

George W. Norvell  
State Supervisor of English  
Albany, New York

### Fatigue in Reading

Some conclusions of a study: "If one is to read for a long period of time without showing fatigue . . . it is necessary to provide sufficient motivation to make the reading process continuous and effective. . . . One can read microfilm without fatigue although with not quite the same efficiency as the printed page. . . . A six hour reading period for individuals with normal eyes or with eyes properly corrected by glasses is not too long . . . teachers may assist their students in being able to read with a minimum of fatigue in later life by requiring them to establish habits of reading carefully, accurately, and rapidly. . . ."

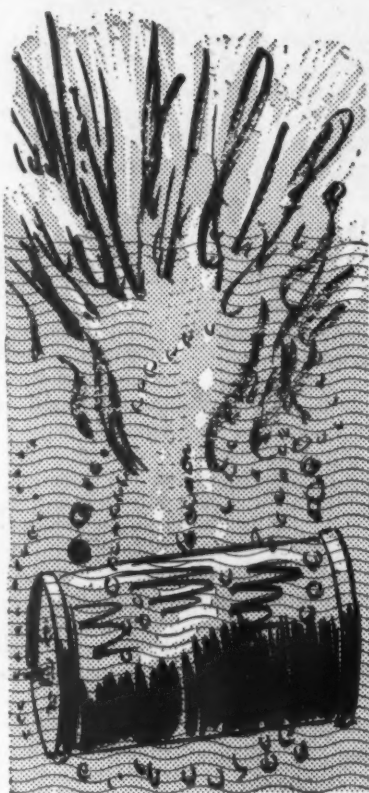
Leonard Carmichael, President, Tufts College

### Grammar Study, "a Harmful Practice"

In English, even in our times, these teachers are still giving more time to study of grammar and language usage than to almost any other aspect of English.

Unfortunately from the point of view of modern linguistic science, much of this work is not only wasted time; it is harmful practice. It is wasted time because it employs methods and material that could not possibly obtain the ends

# DEPTH BOMBS



## Explosive Paragraphs Dropped Overboard at the English Teacher Meeting in Atlantic City

desired, nor matter how much time were given to English. It is harmful practice because the habits set up and the views inculcated turn the students away from the only source of real knowledge — the actual language of the people about them. Our students are practically never given the tools of observation and analysis necessary to the use of these resources.

Prof. Charles C. Fries  
University of Michigan

### English and History Teachers

The things that stick in our minds, the things America means, are best seen through the concrete and dramatized experiences of men and women that are presented for us in literature. . . .

A course organized from this point of view has been evolving in the 11th grade class of the University of Minnesota High School for the past few years. The English teacher and the American history teacher have worked together. Students meet for one hour with the English teacher and for a second hour with the history teacher. At times the students meet for a two hour stretch with both of the teachers.

G. R. Carlson  
Univ. of Minnesota High School

### That Greenish Look

The greenish look that you sometimes see on children's faces as they leave the circus may not have been caused by too much pink lemonade or hot dogs. It may have come from the realization that on the next day they'll have to write a composition on "My Day at the Circus."

I think that teachers of English should teach one class a day less and have instead of that class a scheduled conference period. Composition improvement needs heart-to-heart, mind-to-mind discussion — not correction.

Maxwell Nurnberg  
Abraham Lincoln H. S., N. Y. C.

### What's Wrong with Reading Instruction?

The establishment of reading clinics throughout the country has not been wholly beneficial. Their very existence has caused a number of teachers to wash their hands of responsibility for retarded readers.

Ralph C. Preston  
University of Pennsylvania

### On Hollywood

Have the educator and the Hollywood producer come closer together? The answer is an unequivocal "No!" . . . If the motion picture industry really wished to do something to help the schools, let them release the hundreds and perhaps thousands of Army and Navy films which need copyright clearance to make them available to the schools. Among this group there are dozens of . . . excellent films.

Edgar Dale, Ohio State University

# What's NEW in Encyclopedias

Source Books for Youth Report Extensive Renovations and New Services

First of two articles. Second will report what's new in adult encyclopedias. — Editor

SOME of the first readers of a juvenile encyclopedia are now ordering it for their grandchildren. So an official of its publishing firm told us proudly. What he may be well proud of is the fact that young people of today will find the encyclopedia as timely as did children of 35 years ago.

When the student is told to "look it up" he trustingly goes to the encyclopedia to find it there. It may be radar, penicillin, Eisenhower, United Nations. War and postwar events change the world, and science changes the pace of the times. The reference book must keep up with those changes.

A survey of the major encyclopedias shows that an enormous amount of planning and work has gone into the new editions. Also we find that their staffs follow more and more closely the direction of the public school curriculum.

"Completely rebuilt, not merely revised," is the self-appraisal of the **WORLD BOOK ENCYCLOPEDIA** for 1947. Most of the text has been completely rewritten and the entire text simplified. The new, larger page makes possible the use of thousands of additional subjects and new illustrations. The reader will find a completely new series of maps — product maps, comparative area maps, location maps, and relief maps.

Guiding the editors in the preparation of the new *World Book* were reports of extensive educational surveys, now on display in the Quarrie Reference Library. The student will find important subjects presented in five-fold fashion: the story, interpretive pictures, a follow-up outline, review questions, and a list of related subjects for further study. The last of the 15 volumes is the *Reading and Study Guide*, providing a classification for the contents.

A reference service for users of the *World Book* entitles them to special information handled individually. Records of activity teaching experience, as well as an occupational guidance record, are added services for schools.

Also changed in both appearance and text is the new set of **COMPTON'S PICTURED ENCYCLOPEDIA**. In addition to newly-designed covers and end papers there is a new page design for greater ease in locating references. Many pages of colored illustrations supplement the new black and white photographs.

In color also are most of the new picture diagrams. Maps with places indexed on the reverse side, colored physical maps, and product maps have been added for many countries.

The text includes revised articles on countries and cities affected by the war. Much of the science material also has been rewritten or extensively revised. The combined fact and reference index at the end of each of the 15 lettered volumes makes it possible for several children to use *Compton's* simultaneously.

A classroom tool more than a library reference book is the

new **BOOK OF KNOWLEDGE**. The editors explain that they have often considered the method of alphabetical arrangement used by most encyclopedias, and again they have rejected the idea of "breaking up knowledge into fragments." We find the contents arranged in 17 large departments, so that the child may enjoy longer articles with related facts grouped around a central theme. Most of the information is written for the young reader, with the science and biology departments sufficiently advanced for the junior high school level.

A detailed analysis prepared by the *Book of Knowledge* staff shows an impressive number of plate changes from the year 1941 to 1946, ranging from 11 per cent the first year to 49 per cent this year. The first ten volumes of the new edition are now ready, with the remaining ten scheduled for delivery in the spring. Sixty-six contributors are responsible for the new signed articles this year.

Valuable for schools are two service manuals bound into the last volume. They are the *School Subject Guide*, which keys contents to the principal subjects studied in school; and *Graded Courses of Study*, with subjects arranged in grade levels corresponding to general school practices. A *Character Education Guide* is a separate give-away for mothers and guidance directors. A large research staff provides answers for questions which owners of the set are entitled to send in.

Besides the General Index, the 20th volume contains a Poetry Index and a Supplemental Index of the Fine Arts. The emphasis which the *Book of Knowledge* places upon its art work is reflected in its plans for an art exhibition for the coming year. "The Making of a Book" will be the theme of this traveling exhibit, to be shown in museums throughout the country.

**BRITANICA JUNIOR** gives evidence of the same constant revision that the *Encyclopedia Britannica* receives. Designed for elementary and junior high school pupils to grade 9, it claims to use the lowest number of uncommon words in comparison with other sets of similar scope. Its staff issues a special booklet for authors, stressing dramatically the importance of writing clearly for young readers.

Opening the set of 12 numbered books is the Ready Reference and Index Volume, which is both a fact-index and a reference to further information. The last volume is the Study Guide, with over 100 units of study. Also, 20 selected units of study materials in pamphlet form are available for the school. One set of colorful end papers offers a visual aid for geography, while another set shows how children can make useful objects. A world atlas with 80 maps appears in volume 12.

To record the annual march of events, the staff publishes *The Britannica Book of the Year*. The 1947 yearbook will report events of the previous year.

For students in the upper grades as well as high school there is **RICHARDS TOPICAL ENCYCLOPEDIA**. As the title

(Concluded on page 20-T)

**Detroit and Massachusetts Offer  
Practical Hints at National Conference**

## Light on Teaching Democracy

By Marion Secunda

AMERICAN educators have not yet developed an adequate program for teaching our 140,000,000 people to live together in the democratic way.

This was the conclusion of leading educators and representatives of organizations concerned with civic education—including *Scholastic Magazines*—who participated in a clinic on "Teaching Citizenship in the Schools." The panel discussion was part of the recent 50th anniversary National Conference on Government of the National Municipal League.

One reason why schools have not developed a well-balanced program for turning out good citizens is that they do not know what civic education means, charged John J. Mahoney, Professor of Education at Boston Univ.

"It is not enough to give a formal course in civics in the ninth grade. Nor is inter-cultural education the whole answer. And not only social studies teachers are concerned," said Professor Mahoney. "Every teacher of every subject from grade 1 to grade 12 can contribute to education for democracy."

He listed these objectives: (1) an understanding of democracy, in its economic and social as well as its political aspects; (2) the development of a keen interest in politics; (3) the elimination of inter-group prejudices and discriminations; (4) the translating of religious teachings into civic behavior.

Professor Mahoney announced that state teachers colleges in Massachusetts began a new program this fall to work out realistic teaching procedures.

Stanley E. Dimond, director of the Detroit Citizenship Education Study, reported that his staff has already made a good start on discovering which techniques really work. They have just completed the first lap of an exhaustive five-year experiment aimed at developing well-rounded citizenship programs. The study was made possible by a grant of \$85,000 a year from the William Volker Charities Fund, Inc.

For the past year, Mr. Dimond's staff has worked with teachers and pupils in a cross-section of the Detroit metropolitan area. Their first job was to survey the existing interest, attitudes, concern, and participation of boys and girls in citizenship activities.

Based on this inventory, they have initiated twenty-eight projects which are supposed to (1) teach pupils to think more critically about the solutions of serious social problems; (2) give pupils more chance to participate in civic activities; (3) teach pupils to understand and love democracy better than they have in the past.

By taking inventories similar to the first one after some of these materials and techniques have been tried out, we get an accurate idea of the effectiveness of each tool, explained Mr. Dimond. Already the Detroit group can report these findings:

(a) Civic education programs must be adapted to school neighborhoods. "A good citizenship education program for a school on one side of the tracks is not a good civic education program for a school on the other side."

(b) School principals must pay more attention to civic education, and they must develop "know-how" in getting teacher cooperation.

(c) There is no single idea or plan which will solve our civic education ills. A balanced program is essential.

(d) We must do a better job of meeting the basic needs of children. They need to feel that they are loved by someone and that they belong to the school group, as well as having adequate food, clothing, and shelter.

Teachers can obtain a more detailed statement of the aims and methods of the Detroit program by writing to the Citizenship Education Study, 436 Merrick, Detroit 2, Michigan.

### Immoral English Assignment

Some time ago I visited a sophomore English class. The teacher gave this assignment: "Write a letter to your grandfather thanking him for a knitted sweater which you received for Christmas." This was in April. Well, in the first place, it's not moral to allow pupils to wait until April to acknowledge Christmas gifts. But what was even worse, not a single pupil had received a knitted sweater from grandfather for Christmas.

—Prof. Harold A. Anderson,  
University of Chicago



**Look South to the Polar Star.** By Holger Cahill. Harcourt, Brace. \$3. A novel set in China before Pearl Harbor.

**Mountain Time.** By Bernard DeVoto. Little, Brown. \$2.75. A novel about a doctor.

**Command Decision.** By William Wister Haines. Little, Brown. \$2.50. A story about men who served with the Air Force. Jed Harris' production of a play will be based on it.

**One Basket.** By Edna Ferber. Simon & Schuster. \$3.50. A collection of 31 stories, with a general introduction on short story writing.

**Gentleman's Agreement.** By Laura Z. Hobson. Simon & Schuster. \$2.75. A novel about the problem of anti-Semitism.

**When the Going Was Good.** By Evelyn Waugh. Little, Brown. \$3. Reprints of passages from four of Waugh's travel books.

**How It Happens.** By Pearl S. Buck. John Day. \$3. Continuation of a series of dialogues, this one on Germany.

**Through Russia's Back Door.** By Richard E. Lauterbach. Harper. \$2.75. A forthcoming book by the author of *These Are The Russians*.

**Oil for Victory.** By the Editors of Look. Whittlesey. \$3.50. Story of an important industry in text and pictures.

**The Puppet Theatre Handbook.** By Marjorie Batchelder. Harper. \$3.75. Authoritative book for serious puppeteers.

**An American Dynasty.** By John Tebbel. Doubleday. \$3. An exposé of personal journalism.

**Explorations in General Education.** Edited by Roy Ivan Johnson. Harper. \$3. A survey of Stephens College.

### INEXPENSIVE REPRINTS

**Laugh with Leacock.** By Stephen Leacock. Pocket Books. 25c.

**Almayer's Folly.** By Joseph Conrad. Penguin Books. 25c.

**Great Short Stories of the World.** Edited by Clark & Lieber. World Books. \$1.98.

**Freedom Road.** By Howard Fast. Tower Books. 49c.



# Sight and Sound

## War Baby Sound Recorders

New Types Tested in World War II Readied for the Classroom

William J. Temple

Brooklyn College

**P**OSTWAR teaching can profit by the wartime development of sound-recording and reproducing machines. New standards of simplicity and convenience, low cost, and high quality were developed to meet military needs. Schools which do not take advantage of these new scientific aids to learning may soon find themselves as outdistanced as the horse and buggy in a jet-propelled age.

Besides the familiar disc-cutting machines, now better than ever, there are machines which record sound by embossing grooves on flexible discs or long-playing films of plastic material, and machines which record magnetically on metallic wires and tapes and even on inexpensive discs and tapes of paper coated with magnetic material.

### Disc-Recorders

The disc-cutting recorder will not become obsolete as long as the conventional phonograph remains the most readily available reproducing machine in our homes and classrooms. Disc records are convenient to store and to play, they wear reasonably well, and at their best the quality of reproduction is limited principally by the quality of the associated equipment. The best records will always sound poor when they are played on a phonograph which has been made portable and cheap by the designer's choice of a small, skimpy, light-weight amplifier and loudspeaker.

Disc recordings of unsurpassed quality can be made by any school which can afford to install the best studio-type disc-cutting recorders in a properly designed studio with a competent technician for an operator. Portable disc-cutting machines can be used in classrooms for drill and practice in English speech or foreign-language study or for the reproduction of commercial and educational recordings. Disc records can be used in a variety of ways on a new, low-cost, portable spotting and repeating record player called the "language master." With this machine a single word, phrase, or passage of

music can be picked out and repeated for analysis and study, or the record can be played as it is on any phonograph. Equipped with headphones, this device can be used by individual students in the library or study room without disturbing others. It can also be used for cueing in sound effects from records in the school theater or broadcasting studio.

The short playing time of disc records presents a problem when it is desired to record without interruption a continuous performance longer than a few minutes in duration, such as an educational or historic broadcast to be reproduced at a more convenient time. Professional studios solve the problem by providing duplicate recorders so that the program can be switched from one turntable and cutter to the other as each disc is filled up.

### Plastic Tape

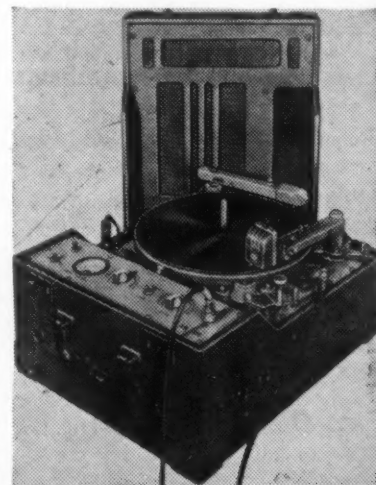
One of the new machines avoids the necessity for duplicate equipment by recording on a long plastic tape or film instead of a disc. One length of film, with its ends cemented together to form an endless loop, provides an hour-and-a-half of continuous recording of good quality, and any desired passage can be spotted for playback within less than a minute. George Hicks' famous broadcast from the deck of a warship off the Normandy coast on D-Day was an on-the-spot recording made on this machine.

### Magnetic Wire

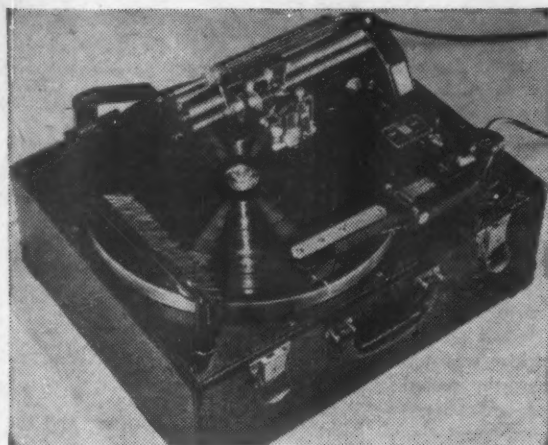
Another kind of recording which provides long playing time as well as other conveniences is the magnetic method. Magnetic recording was invented nearly fifty years ago, but it remained relatively undeveloped until recently. Just before the war many schools were using magnetic recording in the machine which contains an endless loop of metal tape on which one-minute samples of speech can be recorded and played back. This machine is simple, portable, and rugged. The

operator needs only to turn the machine on, turn a switch to the "record" position, and adjust the volume control; at the end of a minute, he turns the switch to the "listen" position, and the recorded speech is repeated as many times as desired. Words previously recorded are automatically erased as subsequent recordings are made.

A long-playing magnetic recorder has been made by several manufacturers under license from the Armour Research Foundation, which developed it. The magnetic material used in this machine is in the form of steel wire so fine that two miles of it are wrapped on a conveniently small spool. One spool provides a half-hour of recording time, or a full hour with some sacrifice in the quality of the recording. The record can be played any number of times without audible signs of wear, but if the recorded material is not worth preserving the same wire can be used for many recordings, as the previously recorded magnetic patterns are obliterated in the recording process. Threading the wire into the machine, editing, and splicing it require no more skill than similar operations on home movie film. New models of this ma-



Presto disc recorder. New wire, film and tape recorders are on the way.



**High fidelity recorder by Fairchild. Quality varies widely among recorders.**

chine, already announced, provide a high-speed rewinding mechanism and record quality which compares with the finest disc recordings.

#### **Magnetic Tape**

Another magnetic recorder which will be of particular interest to schools because of its low cost was announced last spring at a probable price of \$150. Instead of wire, driven at a speed of several feet per second, this machine uses quarter-inch paper tape coated with magnetic material on one side, driven at a speed of only eight inches per second. A thousand-foot reel of this tape, costing about \$1.25, will play for thirty minutes and can be rewound in twenty seconds. The quality is very good. The tape will survive a thousand playings, and it can be erased, re-used, edited, and spliced very simply. The same manufacturer's magnetic dictating machine is already on the market, selling for about \$50. It uses magnetically-coated paper discs.

#### **SOME RECORDER MANUFACTURERS**

For a more complete list see the equipment directory pages of *Broadcasting Yearbook*.

Presto Recording Corporation

Fairchild Camera and Instrument Corp.  
C. G. Conn, Ltd.

Rek-O-Kut Company

General Electric Co., Specialties Division, Electronics Department

Stromberg-Carlson Co.

Magnecord, Inc.

Radio Corporation of America Mfg. Co.

U. S. Recording Co.

WIREcorder Corporation

Brush Development Co.

Fonda Recorder

### **NEWS AND NOTES**

#### **New Film Catalogue**

Westinghouse Electric Corporation has released their new index, "Motion Pictures and Slide Films." It contains annotated lists of films and slidefilms with supplementary materials; includes index of films with a guide to appropriate selection. Electricity charts and other teaching aids are also included. Free, Westinghouse Electric Corporation, Pittsburgh.

#### **Packages for Teachers**

A new note in teaching materials has been sounded by McGraw-Hill Book Company, Inc. Starting next spring, McGraw-Hill will offer "packages," consisting of textbook, 16 mm. sound film, and silent filmstrips, on a variety of subjects. Units of the package, though related in subject matter, will be designed to fill different needs in the classroom. With the textbook as the basic source of information, the motion pictures and filmstrips will extend the coverage of the book as well as stimulating students' interest and clarifying difficult parts of the text. Instructor's guides will accompany the films. For further information, write McGraw-Hill, New York City.

#### **Radio Program Exhibition**

The Eleventh American Exhibition of Educational Radio Programs, sponsored by the Institute for Education by Radio, will take place at Columbus, Ohio, May 2-5, 1947. You are invited to send your outstanding educational radio programs to be judged for possible awards at this nationwide exhibition. For entry blank, deadline, fees, and other information, write to I. Keith Tyler, Ohio State University, Columbus 10, Ohio.

### **NEW 16 MM. FILMS**

**Clear Track Ahead.** 25 min. sd. b&w. Photographed last summer by the Pennsylvania Railroad, this documentary film tells the story of railroad transportation in the last century. The film includes many scenes from yards, terminals, shops, and so forth. Shows latest developments in service and equipment, both for passenger and freight travel. Free, Pennsylvania Railroad, Philadelphia, Pa.

**Building America's Houses.** 10 min. sd. b&w. Based on a survey of American housing made by The Twentieth Century Fund, this film studies the problem of high costs in the building of houses. It discusses prefabrication, large-scale building, and fewer trade restrictions as aids to lower costs. The Fund's survey, *American Housing: Problems and Prospects* (\$3), as well as discussion packet (10 cents) is available from Twentieth Century Fund, 330 West 42nd Street, New York 18, N. Y. Rent: write Fund for sources. Sale: Encyclopaedia Britannica Films, Chicago, Ill.

**Film Tactics.** Prod. U. S. Navy. 22 min. sd. b&w. Released through the U. S. Office of Education, this film illustrates the need for good teaching in the use of films. Five instructors use a Navy film, four of them incorrectly, and the results of good and bad methods are shown. Though the story is told in terms of Navy instruction, the principles are perfectly clear for civilian use. U. S. Office of Education recommends that it be seen by all teachers and supervisors who use educational films. Sale, Castle Films, New York City.

**Whoever You Are.** Prod. VFT Films. 20 min. sd. b&w. Recounts how the West Side Citizens' Committee of New York City dealt with intolerance. Shows project's conception, organization and results. Film opens with incident of racial intolerance, and proceeds to show how parents mobilized for action. Gives organization of project with contribution of major community groups. Excellent as a possible blueprint for action in your community and as an accompaniment to social studies and civics study. Rent or sale, Award Films, New York.

#### **FILMS ON LABOR**

Films listed below are included as supplements to the special issue of *Senior Scholastic* (January 13) on Labor Unions. Remember that these films deal in some cases with questions in controversy. They are made by agencies  
(Concluded on page 20-T)

## Scholastic Sponsors AIR DEBATE

"There'll be no Missouri Compromise tonight," quipped Dr. Richard B. Kennan of the N.E.A., guest moderator of the American Forum of the Air annual student broadcast, from the Shoreham Hotel, Washington, Tuesday evening, December 10. Four boys from Missouri, Kansas, Michigan, and Virginia, outstanding debaters of their respective states, engaged in a hammer-and-tongs roundtable discussion on the national high school debate question of the year: "Should the Federal Government Provide Complete Medical Care?"

Selected by the National University Extension Association's Committee on Debate Materials, and brought to Washington by *Scholastic Magazines*, they were Lee Reiff, senior in Newton (Kan.) High School; Gordon Parks, Jennings, Missouri, freshman at the University of Missouri; Robert Carson, Lansing, Mich., freshman at Michigan State College; and George Cabell IV, Norfolk, Va., freshman at Randolph-Macon College. Reiff and Parks upheld the Affirmative, while Carson and Cabell represented the Negative.

Departing from formal debate techniques, the boys on the American Forum broadcast confined themselves to two-minute prepared statements. All the rest of the 45-minute session was devoted to extemporaneous give-and-take discussion, which was loudly applauded for its fire and spontaneity by the studio audience.

The Affirmative team took the position that 90 per cent of the American people cannot today afford to pay for adequate medical care. Draft statistics revealed the serious condition of the nation's health. A frontal attack on the whole problem, financed by Federal taxes, was the only way to equalize this unbalanced situation, they insisted.

The Negative, granting that some social improvements are needed, declared that American medicine under the private fee system has given this country the finest health record of any major nation. They were solidly against any system of government medicine that would regiment the physicians and subject health facilities to political influence or control. An "Opinionaire" poll taken in Baltimore during the broadcast returned a slight majority in favor of the negative side.

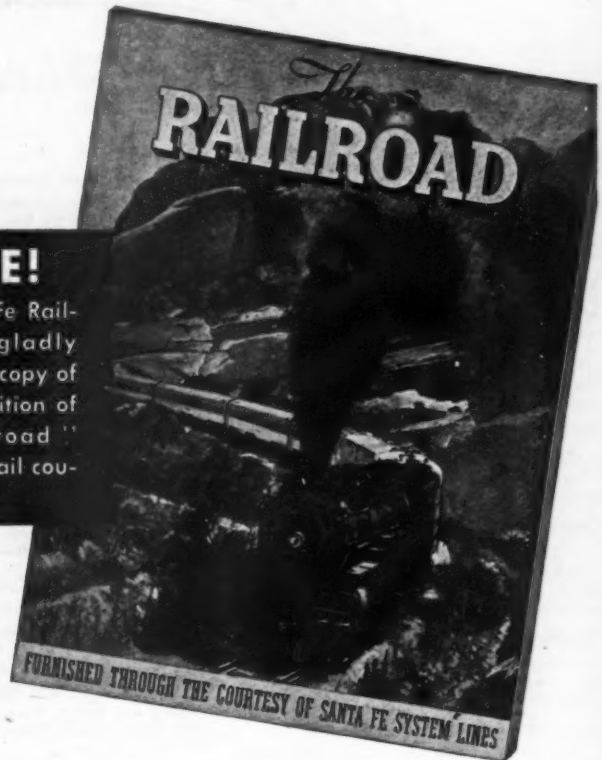
The students, while in Washington, were entertained at the Hotel Statler and on a round of sightseeing through the White House, Supreme Court, Capitol, and F.B.I., with Editor-in-Chief Kenneth M. Gould of *Scholastic* as host.

## JUST OFF THE PRESS!

A new edition of the story of railroading for classroom discussion . . . .

### FREE!

The Santa Fe Railway will gladly send you a copy of the new edition of "The Railroad." Clip and mail coupon below.



"The Railroad" contains 34 pages of interesting facts, photographs, and information about Santa Fe and other railroads—from the days of early pioneering and construction to modern-day management and operations.

You will appreciate the broad application of this booklet. It has drawn praise from teachers for its wide use among students of all ages—from lower grade school through high school and college.

In addition to railroad information, this booklet contains a description of the old Santa Fe Trail and other facts about the West and Southwest.

Railroads are one of the most interesting study courses and this booklet is ideal for teachers' and students' use. For your copy, just fill out and send in the coupon below.

Mr. Lee Lyles, Asst. to the President  
Santa Fe System Lines  
1404 Railway Exchange, Chicago 4, Illinois  
Please send a copy of your "The Railroad" booklet.

Name \_\_\_\_\_

Street \_\_\_\_\_

City and State \_\_\_\_\_

**Santa Fe**





Key to this list: All hours are EST. New programs, ★★. Music programs annotated in previous issues, ★. Grade levels recommended: E (elementary), J (junior high), S (senior high), A (adult). Networks: ABC (American Broadcasting Company), CBS (Columbia Broadcasting System), MBS (Mutual Broadcasting System), NBC (National Broadcasting Company).

## SUNDAY

### Northwestern Reviewing Stand (S-A)

11:30-12 noon. MBS Sta. \_\_\_\_\_ T. \_\_\_\_\_

Round-table discussion of current affairs with educators, professional and business men. Northwestern University auspices.

### Invitation to Learning (S-A)

12-12:30 p. m. CBS Sta. \_\_\_\_\_ T. \_\_\_\_\_

The world's great books discussed by leading scholars, critics, and writers.

### Yours Sincerely (S-A)

12:30-1 p. m. CBS Sta. \_\_\_\_\_ T. \_\_\_\_\_

Charles Collingwood in New York and Lionel Gamlin of BBC in London answer English and American radio audience letters.

### The People's Platform (S-A)

1-1:30 p. m. CBS Sta. \_\_\_\_\_ T. \_\_\_\_\_

Two eminent guests and chairman Dwight Cooke discuss vital issues.

### America United (S-A)

1-1:30 p. m. NBC Sta. \_\_\_\_\_ T. \_\_\_\_\_

Representatives of labor, agriculture, and industry alternate; discuss problems facing America.

### Time for Reason (S-A)

1:30-1:45 p. m. CBS Sta. \_\_\_\_\_ T. \_\_\_\_\_

Series by Lyman Bryson, counselor on public affairs, designed to enlighten public opinion on national and international postwar reconstruction. (Printed copies on request.)

### Univ. of Chicago Round Table (S-A)

1:30-2 p. m. NBC Sta. \_\_\_\_\_ T. \_\_\_\_\_

Discussions of current social, political, and economic issues. Reprints available.

### Warriors of Peace (S-A)

2-2:30 p. m. ABC Sta. \_\_\_\_\_ T. \_\_\_\_\_

Theater stars and top Army officers in a new type of Army show — dramatizing the highly important contributions of the U. S. Army in peace.

### ★Harvest of Stars (S-A)

2:30-3 p. m. NBC Sta. \_\_\_\_\_ T. \_\_\_\_\_

### ★Stradivari Orchestra (S-A)

2:30-3 p. m. CBS Sta. \_\_\_\_\_ T. \_\_\_\_\_

### ★N. Y. Philharmonic Symphony (S-A)

3-4:30 p. m. CBS Sta. \_\_\_\_\_ T. \_\_\_\_\_

### House of Mystery (E-J)

4-4:30 p. m. MBS Sta. \_\_\_\_\_ T. \_\_\_\_\_

A program of mystery with treatment worked out to offset objections to programs dealing with the weird and supernatural. Young children comprise the studio audience. After story, they discuss it and explanation is made of fancied terrors. Sponsor: General Foods Corporation.

## SELECTED BY THE FEDERAL RADIO EDUCATION COMMITTEE

IN RESPONSE to demands for a reliable guide to programs of special value to students and teachers, Scholastic Teacher takes pleasure in presenting this FREC list of more than 60 network features. Four educators comprising the FREC Radio Program Listing Service Advisory Committee select these programs each month from recommendations of the four major networks.

You will want to supplement this list with local programs of equally high merit.

If a program comes at a time awkward for student listening, urge the local station to transcribe and reschedule it.

For study guides offered with many of these programs, write your local station.

### The Family Hour (S-A)

5-5:30 p. m. CBS Sta. \_\_\_\_\_ T. \_\_\_\_\_

Opera star Patrice Munsel with a program of good music. Sponsor: Prudential Insurance Co. of America.

### ★NBC Symphony (S-A)

5-6 p. m. NBC Sta. \_\_\_\_\_ T. \_\_\_\_\_

### ★Let's Go to the Opera (S-A)

7-7:30 p. m. MBS Sta. \_\_\_\_\_ T. \_\_\_\_\_

### Exploring the Unknown (S-A)

9-9:30 p. m. MBS Sta. \_\_\_\_\_ T. \_\_\_\_\_

Dramatizes scientific research and shows how lives of each of us is affected. Sherman Dryer, director. Sponsor: Revere Copper and Brass, Inc.

### Theater Guild on the Air (J-S-A)

10-11 p. m. ABC Sta. \_\_\_\_\_ T. \_\_\_\_\_

Finest dramatic entertainment, including drama, comedies, and musicals — many hitherto unproduced on the air. Where possible, original casts play radio adaptations. George Hicks, "The Voice of U. S. Steel." Sponsor: U. S. Steel.

### Story Behind the Headlines (J-S-A)

11-11:30 p. m. NBC Sta. \_\_\_\_\_ T. \_\_\_\_\_

American Historical Society auspices. Cesar Saerchinger analyzes historical significance of week's events.

### Pacific Story (S-A)

11:30-12 M. NBC Sta. \_\_\_\_\_ T. \_\_\_\_\_

Problems of the countries and peoples of the Pacific Basin. Authoritative guest speakers. Handbook giving bibliography and background published by University of California Press. Recommended for listening outside EST zone.

### ★Music You Know (S-A)

11:30-12 M. CBS Sta. \_\_\_\_\_ T. \_\_\_\_\_

## MONDAY THROUGH FRIDAY

### Time to Remember (S-A)

10:45-11 a. m. CBS Sta. \_\_\_\_\_ T. \_\_\_\_\_

Milton Bacon's regional legends and true stories.

### The Fred Waring Show (J-S-A)

11-11:30 a. m. NBC Sta. \_\_\_\_\_ T. \_\_\_\_\_

Fred Waring, Pennsylvanians, Glee Club, and soloists. Emphasis on choral work. Sponsors: American Meat Institute and Florida Citrus Foundation.

### ★Our Singing Land (J-S-A)

4:30-4:45 p. m. (Except Wed.) ABC

Sta. \_\_\_\_\_ T. \_\_\_\_\_

### American School of the Air (J-S-A)

5-5:30 p. m. (See daily schedules) CBS

Sta. \_\_\_\_\_ T. \_\_\_\_\_

### Headline Edition (S-A)

7:15-7:45 p. m. ABC Sta. \_\_\_\_\_ T. \_\_\_\_\_

Dramatization of day's news, profiles of men in the news; debates regarding current political and social topics.

## MONDAY

### World Neighbors (Am. School of the Air) (J-S-A)

5-5:30 p. m. CBS Sta. \_\_\_\_\_ T. \_\_\_\_\_

Information in dramatic form about our fellow-men in other countries. Feb. 3, Turkey; Feb. 10, Belgium; Feb. 17, Poland; Feb. 24, Argentina.

### In My Opinion (J-S-A)

5:15-6:45 p. m. CBS Sta. \_\_\_\_\_ T. \_\_\_\_\_

Impact of news on well-known authors, columnists, and men in public life.

### ★Voice of Firestone (J-S-A)

8:30-9 p. m. NBC Sta. \_\_\_\_\_ T. \_\_\_\_\_

### ★Telephone Hour (J-S-A)

9-9:30 p. m. NBC Sta. \_\_\_\_\_ T. \_\_\_\_\_

### Doctors Talk It Over (S-A)

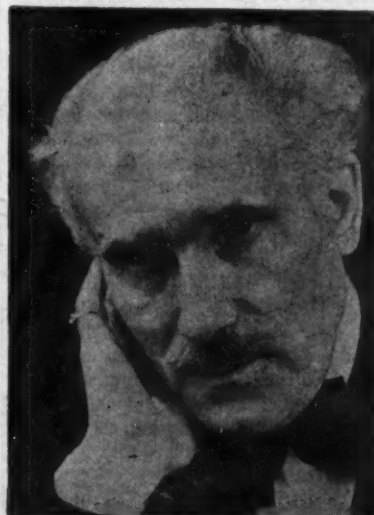
10-10:15 p. m. ABC Sta. \_\_\_\_\_ T. \_\_\_\_\_

Medical care and public health, with outstanding medical authorities interviewed by Milton Cross. Sponsor: Lederle Laboratories, Inc.

### ★Eileen Farrell (S-A)

11:30-12 M. CBS Sta. \_\_\_\_\_ T. \_\_\_\_\_

Young American singer, accompanied by Bernard Herrman and Columbia Concert Orchestra, presents concert songs, operatic arias, familiar operetta selections.



NBC Photo

Arturo Toscanini, who will be back again to conduct the NBC Symphony Orchestra on Feb. 9, 16 and 23.

**TUESDAY****\*U. S. Naval Academy Band (J-S-A)**

12:30-1:00 p.m. MBS Sta. — T. —

**Gateways to Music (Am. School of the Air) (J-S-A)**

5-5:30 p. m. CBS Sta. — T. —

The Columbia Concert Orchestra and guest artists present the best in music. Jan. 14: Carnival of Animals; Jan. 21: Roundup; Jan. 28: The Marines Take Over.

**\*\*Frontiers of Science (S-A)**

6:15-6:30 p. m. CBS Sta. — T. —

John Pfeiffer, CBS Science Director, reports news of science and medicine, as well as significant research achievements.

**American Forum of the Air (S-A)**

9:30-10:15 p.m. MBS Sta. — T. —

Discussion of current affairs from the Nation's Capital, presided over by S. Theodore Granik.

**\*Boston Symphony (S-A)**

9:30-10 p. m. ABC Sta. — T. —

**Open Hearing (S-A)**

10:30-11 p. m. CBS Sta. — T. —

From Washington, men and women who make and execute national policies discuss major issues of the week. CBS moderator gives background news.

**Your United Nations (S-A)**

11:30-12 M. NBC Sta. — T. —

United Nations operations explained by documentary and authoritative analysis. Dramatized. NBC University of the Air program.

**WEDNESDAY****March of Science (Am. School of the Air) (J-S-A)**

5-5:30 p. m. CBS Sta. — T. —

Dramatizations of research stories behind everyday things: Jan. 15, Hold the 'Phone; Jan. 22, Inside the Camera; Jan. 29, Listening In.

**Author Meets the Critics (S-A)**

10:30-11 p. m. MBS Sta. — T. —

Panel discussion among well-known book critics. Author of book is present to give a summation and rebuttal of the pros and cons.

**\*Invitation to Music (S-A)**

11:30-12 M. CBS Sta. — T. —

**THURSDAY****Tales of Adventure (Am. School of the Air) (J-S-A)**

5-5:30 p. m. CBS Sta. — T. —

Dramatizations of outstanding books for listeners, young and old: Jan. 16, It Is Dark Underground; Jan. 23, Jackhammer; Jan. 30, The Thirteenth Stone.

**In My Opinion (S-A)**6:15-6:30 p. m. CBS Sta. — T. —  
(Same as Monday.)**America's Town Meeting (S-A)**

8:30-9:30 p.m. ABC Sta. — T. —

Current opinion program now in its eleventh year. Questions of national and international importance discussed by authoritative leaders. George V. Denny, moderator; questions from audience.

**World Security Workshop (S-A)**

10-10:30 p. m. ABC Sta. — T. —

A dramatic program dealing with world peace and security. Scripts used are the winning entries in a nation-wide contest. Presented in cooperation with America United for World Government, Inc.

**\*The Story of Music (Univ. of Air) (S-A)**

11:30-12 M. NBC Sta. — T. —

**\*Juilliard School of Music (S-A)**

11:30-12 M. CBS Sta. — T. —

Late flashes from networks: Nine national organizations of labor, management, and agriculture collaborate with CBS for a 39-week series on the nation's economic issues, Saturdays, 3-3:30 p.m. On-the-spot interviews pick up a cross-section of national opinion. For "source material" on radio, hear Lyman Bryson (*Time for Reason*, see below) who is devoting several weeks to this theme. MBS will broadcast, on Feb. 8, 100th anniversary of Thomas A. Edison's birth, from his study in Orange, N. J., where his son will open a desk, closed since Edison's death, which is presumed to contain hitherto unrevealed scientific data; check time. Check also for special broadcasts on Lincoln's and Washington's birthdays; schedules are not yet prepared.

**FRIDAY****Opinion Please (Am. School of the Air) (J-S-A)**

5-5:30 p. m. CBS Sta. — T. —

Invites Americans to consider important questions. Discussions from college campuses.

**\*Highways of Melody (J-S-A)**

8-8:30 p. m. NBC Sta. — T. —

**Meet the Press (S-A)**

10:30-11 p. m. MBS Sta. — T. —

Typical press conference. Albert Warner, moderator. Reporters and guest authorities.

**World's Great Novels (Univ. of Air) (S-A)**

11:30-12 M. NBC Sta. — T. —

Dramatic adaptations of great novels. Handbook available.

**SATURDAY****Let's Pretend (E)**

11:05-11:30 a. m. CBS Sta. — T. —

Dramatic adaptations of fairy tales and original fantasies by Nila Mack. Also directed by Miss Mack. Sponsor: Cream of Wheat Corp.

**Consumer Time (S-A)**

12:15-12:30 p. m. NBC Sta. — T. —

In cooperation with U. S. Department of Agriculture. Facts about consumer problems; answers consumer questions.

**Home Is What You Make It (Univ. of Air) (S-A)**

12:30-1 p. m. NBC Sta. — T. —

Dramatized information and advice on home, family, and community. Handbook available. Feb. 1, Food Customs; Feb. 8, For Rent; Feb. 14, For Sale; Feb. 22, Under Construction.

**American Farmer (S-A)**

12:30-1 p. m. ABC Sta. — T. —

Highlights livestock shows, farm forums, state fairs, etc. U. S. Department of Agriculture presents a five-minute portion on farm questions.

**Nat'l. Farm and Home Hour (J-S-A)**

1-1:30 p. m. NBC Sta. — T. —

Everett Mitchell, farm commentator, interviews outstanding agriculturists. Recommended especially for vocational agriculture and home economics students.

**"... To Live in Peace" (S-A)**

1-1:30 p. m. ABC Sta. — T. —

Topics of U.N. Security Council sessions and similar meetings. Dramatizations, recordings explain how issues grew into international arguments. Walter Kiernan, narrator.

**Country Journal (S-A)**

2-2:30 p. m. CBS Sta. — T. —

Don Lerch, CBS Director of Agriculture Broadcasts, each week brings latest information on agricultural and food matters.

**Metropolitan Opera (S-A)**

2-3 p. m. ABC Sta. — T. —

Operas performed directly from the stage of the Metropolitan Opera House. Milton Cross serves as master of ceremonies.

**The Baxters (S-A)**

2:30-2:45 p.m. NBC Sta. — T. —

Dramatizes home and family problems. Produced in cooperation with the National Congress of Parents and Teachers. Feb. 1, What Books Are Best; Feb. 8, Where Have Manners Gone; Feb. 15, Parents Don't Mean Any Harm.

**Adventures in Science (S-A)**

2:45-3 p. m. CBS Sta. — T. —

Watson Davis, Director of Science Service, and prominent guest scientists, who explain recent discoveries and report on scientific progress.

**Cross Section U.S.A. (S-A)**

3-3:30 p. m. CBS Sta. — T. —

Weekly cross section of public opinion relating to the dominant economic issues of the day.

**Doctors Then and Now (S-A)**

4-4:30 p. m. NBC Sta. — T. —

This program will dramatize outstanding developments in the field of medicine and will feature pickups from different places. Produced in cooperation with the American Medical Association.

**Of Men and Books (S-A)**

4:45-5 p. m. CBS Sta. — T. —

John Mason Brown, author and critic, discusses the latest books and their authors.

**\*Philadelphia Orchestra (S-A)**

5-6 p. m. CBS Sta. — T. —

**Columbia Workshop (S-A)**

6:15-6:45 p. m. CBS Sta. — T. —

Foremost laboratory for new writing and production techniques presents original and interesting dramatic works.

**\*Cleveland Symphony (S-A)**

6-7 p. m. MBS Sta. — T. —

Cleveland Symphony Orchestra, one of the outstanding musical organizations in America. Director, George Szell. Effort is made to strike a balance between the old and new.

**Labor U.S.A. (S-A)**

6:45 p. m. ABC Sta. — T. —

Labor program, presenting viewpoints of CIO on labor questions, and including labor news, dramatizations.

**The Voice of Business (S-A)**

7-7:15 p. m. ABC Sta. — T. —

Management's side of labor-management affairs. By United States Chamber of Commerce and National Association of Manufacturers during alternate quarters.

**Our Foreign Policy (Univ. of Air) (J-S-A)**

7-7:30 p. m. NBC Sta. — T. —

Representatives of State Department, Congress members, and others discuss foreign policy issues. Copies of broadcast available.

**\*American Melodies (J-S-A)**

10-10:30 p. m. ABC Sta. — T. —

**Chicago Theater of the Air (S-A)**

10-11 p. m. MBS Sta. — T. —

Famous operas and light operettas in condensed form. Feb. 1, Bartered Bride; Feb. 8, Marriage of Figaro; Feb. 15, Sweethearts; Feb. 22, New Moon.



Enthusiasts of the "flying man" in Russia's Parks of Culture and Rest.—From Film, *How Russians Play*.

In the belief that a study of the way people spend their leisure time, of their own free will, often reveals a great deal about their character, this film has been made. It pictures Russian people in their amusement parks, zoos, theatres, museums and art galleries, excursions and camps. It introduces the popular Russian game, *Gorodki*, and gives a glimpse of Russian soccer.

It will be of interest to upper elementary and high school students.

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## New Encyclopedias

(Concluded from page 13-T)

suggests, a topical arrangement presents related facts for each subject. The general subject (Science, Social Studies, etc.) is marked on the outside of each of the 15 volumes, and each book has both a content index and a unit index. The last volume has a general index.

With the 1946 edition off the press, its editors report preparation for a thorough revision of plates and pictures for the future. Long historical biographies, as well as biographical mentions, have been added to the current edition. Much space is also devoted to important people in the article on World War II. New articles bring science and industrial processes up to date.

Young students wanting quick reference will find the new **GROLIER ENCYCLOPEDIA** helpful. Since 1944 (when the *Doubleday Encyclopedia* became the *Grolier Encyclopedia*) through the current 1946 edition there have been 7,537 revisions in text, with 95 new articles in the latest edition. New maps of each of the 48 states were drawn especially for this work commencing with the 1945 edition. An added feature is signed articles for each state.

References to individual books for further reading follow many of the articles. In addition to an analytical index, a 125-page atlas appears in the last of the 11 volumes.

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## Films on Labor

(Concluded from page 16-T)

with special interests. Bias is not an argument against using any film, so long as you and your classes recognize that "there are two sides to every question." From time to time **SCHOLASTIC TEACHER** will include special lists of films as supplements to feature editions of the classroom *Scholastic Magazines*. **People of the Cumberland**. Prod. Frontier Films (1937). Shows community function of the Highlander Folk School in training union organizers and providing guidance to the miners and textile workers of Cumberland Mountains. Brandon Films, Inc., N. Y. C.

**Seed for Tomorrow**. Prod. Julian Rothmann. 20 min. b&w. sd. Plight of a small farmer, working alone, in an economy of large organizations. He learns about the Farmers Union, with its three-way program of cooperatives, legislation, and education. Good for social studies in upper grades: unions, farm problems, etc. Non-professional cast, good musical background, clear presentation. Rent or sale, Brandon Films, Inc., New York City.

Popular Science Publishing Company has added *David Copperfield* to the **Teach-O-Disc** library of recorded English literature. Condensation of Dickens's book. Two double-faced, 12-inch, 78 r.p.m. Teach-O-Discs (Nos. 136, 137) give complete story. Teaching guide. Sale, Audio-Visual Div., Popular Science Publishing Co., Inc., New York City. Write for catalogue of Teach-O-Discs.

The Young Men's Christian Association holds its second annual **Y. M. C. A. Radio Script Contest**, with a \$500 award for the script which will best stimulate people to live in "one world." Winning script is guaranteed production; others may be purchased by Y.M.C.A. Deadline, Jan. 31. For rules, write: Radio Dept., National Council of Y.M.C.A.s, 347 Madison Avenue, New York 17, N. Y.

Motion Picture Association of America, Inc., resumes its prewar practice of sending out library exhibits, study guides, and other materials on feature motion pictures. Study guides present background material, notes on author and sources, discussion of film treatment, questions and discussion topics. Write: Community Service Dept., Motion Picture Association, N. Y. C.

Note: Films listed in "Sight and Sound" may not always be available to our readers. Supplies are limited and it's "first come, first served." Plan your film program for at least a term in advance. Order early from a distributor or film library.



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(Sept. 16, 1946 — Jan. 20, 1947)

# Practical English

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